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Editor: Ankit Patel





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**Editor in Chief**

Prof. Suresh M. Makvana, PhD

**Editor**

Ankit P. Patel

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Author Helpline: +91 76988 26988

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At last, our thanks go out to the members of the journal who have done their best to work at this collaborative effort. May you continue in this wonderful spirit, which, we are sure will sustain your efforts in the future towards enhancing and enriching this journal.

**Prof. Suresh Makvana<sup>1</sup>**  
(Editor in Chief)

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<sup>1</sup> ksmnortol@gmail.com



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## LIFE STYLE AMONG WILLING TO TAKE DIVORCE MALE AND FEMALE

Dr. Suresh M. Makvana<sup>1</sup>, Vikas K. Rohit<sup>2\*</sup>

### ABSTRACT:

*Main purpose of the research is to find out the Lifestyle among willing to take divorce male and female so investigator selected two groups one is male and other is female willing to take divorce, both groups have 160 peoples. In one group has 80 male and other one groups has 80 female. The all subjects were randomly selected from jagrut mahila sangthan NGOs and anand family court of Anand district. Scale was use for data collection is personal datasheet and Life style scale developed by S. K. Bawa and S. Kaur, (2012), and data were analysis by 't' test. Result show, There is no any significant difference in the Lifestyle of Types of family, types of age and types of monthly income on willing to take divorce male and female.*

**KEYWORDS:** Life Style, Divorce, Male, Female

### INTRODUCTION:

A lifestyle typically reflects an individual's attitudes, values or world view. Therefore, a lifestyle is a means of forging a sense of self and to create cultural symbols that resonate with personal identity. Not all aspects of a lifestyle are voluntary. Surrounding social and technical systems can constrain the lifestyle choices available to the individual and the symbols she/he is able to project to others and the self.

A way of living of individual's families (House hold) and Societies which they main feast in coping with their physical, psychological social and economical environments on a day basis. Lifestyle is expressed in both work and leisure behaviour patterns and can an individual's Basis) in activities, attitudes, interest, opinions, values and allocation of income.

*"Life style as a set of attitudes habits or professions associates with a particular person or group"*

**- Collins English Dictionary**

*"Individuals patterns of living as reflected by interest opinion, spending habits and activities."*

**- Barron's Marketing Dictionary**

<sup>1</sup> Professor, Department of Psychology, S. P. University, V.V.Nagar, India

<sup>2</sup> Ph.D Scholar, Department of Psychology, S. P. University, V.V.Nagar, India

\*Responding Author



*“Life style generally means a pattern of individuals practice and personal behavior choice that are related to elevated or reduced health risk”.*

**- Gale encyclopedia of public health**

Your life style can be healthy or unhealthy (unhealthy) based on your food, choice activities level and behavior. A positive lifestyle can brings you happiness while a negative life can lead to sadness illness and depression.

Communication plays an important role in the lifestyle. Exposure to the mass media is an important variable in large scale directed social change and modernization in developing societies. Lerner (1966) said that, the mass media makes indispensable inputs to psycho-political life of transitional society via the mind and hearts of its people. It teaches people by depicting new and strange situations and familiarizes them with a range of opinions among which they can choose.

The process of modernization presents members of the modernizing society a great many choices of new beliefs, values, behavior patterns and habits to choose from. They have to make new choices regarding dress, the language they speak, and the food they eat, and these choices often result in social, culture and emotional conflict.

K. N. Jha (1985:4) says, “The term modernization is used by common man in everyday life and the words like modernity, modernism and modern are commonly used. But sometimes the term modernization is not correctly understood and refers simply to the acceptance of modern tools and equipment and to becoming westernized in dress pattern and overt behavior. But this concept of modernization is not only a change in the material culture of a group or the material position of an individual; it is also system and ideological framework. It is also concerned with a change in belief system and the ideological framework. This means that it does not refer only to the changes in behavior but also to a change in the inner state of mind [thought] Modernization means development of modern approach and outlook and adoption of modernity in everyday life. But modernity does not mean only abandonment of religious views or only acceptance of modern tools and equipments. Modernity is something more than that. It is a complex phenomenon involving the development of rational outlook and acceptance of realities and facts in the context of scientific value. It refers to an inherent change in a particular direction for attaining modernity. Hence, modernization is a complex process of social change’.

S. Ghurge (1963) said that “Most of us know, though many of us do not possess one, what style means in writing, but Kroeber’s ‘style’ is not that specific mode of writing which is individual. It is a Sociocultural phenomenon. The most sensitive though least objectifiable indicator of a civilization is style, especially in the fine arts, but also, in a broad way, in decoration, dress and food.

Anthony .J. Veal (2001) stated the concept of “lifestyle” has a long history in numerous disciplines and fields of study, including leisure studies. But in the latter context, despite a growing literature, it has generally been marginalized from the Mainstream of theoretical debate and empirical enquiry. Lifestyle is like identity, the Lifestyle of people is a part of their identity. David Chaney (1996) says, “Lifestyle is a very important source of identity”; that means, it is important what you wear, what carpet you have and what is your idea about music and they are as important as belonging to a social cast in old days.

Lifestyle” is related to personal identity, because it tells a special story that a person chooses for his/her own identity against others and requires daily decision making to how to dress, consume, work and spending leisure time. Concept of “Lifestyle” means adaptation of one style approach in life. For instance it is important for the people to be famous like a singer. He even eats Thai food, painting their home with special color or take recreation /to amuse at home, not outside.

### **AIMS OF THE STUDY:**

1. To study of the life style among joint and nuclear families of willing to take divorce male and female.
2. To study of the life style among low and high age of willing to take divorce male and female.
3. To study of the life style among low and medium income of willing to take divorce male and female.

### **HYPOTHESIS:**

1. There is no significant difference between the life style of joint and nuclear families of willing to take divorce male and female.
2. There is no significant difference between the life style of low and high age of willing to take divorce male and female.
3. There is no significant difference between the life style of low and medium income of willing to take divorce male and female.

### **METHOD:**

#### ***Sample:***

For this research 243 willing to take divorce male and female were taken as sample from jagrut mahila sangthan NGOs and anand family court of ananad districts. Out of that only 160 samples randomly selected, which are 90 joint and 70 nuclear families of willing to take divorce male and female.

#### ***Tools used:***

The following tools were used in the present study:

#### **1. Personal Data sheet:**

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about types of family, age and types of income was collected.

In this research following tools are used:

## 2. Life Style Scale:

The Scale is developed by S.K.Bawa and S. Kaur.(2012) This scale consist 60 items into 6 dimension.

### *Scoring procedure:*

Lifestyle scale contains 60 items. Each item has five optional response, i.e., strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree. The respondent has to select one option out of the given five responses: there are 43 positive item and 17 Negative items. The positive item scored as 4,3,2,1,0 and negative item scored as 0,1,2,3,4 for the responses Strongly Agree, Agree, indifferent, Disagree and Strongly Disagree.

No	Type of item	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	Positive	4	3	2	1	0
2	Negative	0	1	2	3	4

### *Statistical Analysis:*

In this study 't' test was used for statistical analysis.

## RESULT AND DISCUSSION:

### • Life style with reference to Type of family:

The effect of type of family of willing to take divorces male and female on life style was examined. Type of family of willing to take divorces had two categories and they are joint and nuclear. T-test was willing to take divorces to check the null hypothesis (No.1) framed for this purpose. The results are presented in table No- 1.

*Table no.1(N=160), Means, SDs and 't' value of life style with reference to Type of family:*

Type of family	N	Mean	SD	't' value
Joint	90	110.30	14.36	0.21(NS)
Nuclear	70	109.79	16.16	
NS= Not significant				

It is revealed in Table No.1 that mean score of life style in willing to take divorces male and female belonging to joint and nuclear families are 110.30 and 109.79 respectively. These means indicate that willing to take divorces of joint families experienced the highest level of life styles (110.30) as compared to the willing to take divorces of nuclear families (109.79).The result indicate this as first sight. When 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between joint and nuclear families. 't' value is 0.21 (Table No.1) which is statistically insignificant. Hence the null hypothesis (No .1) was accepted. Thus the results show that type of family has no significant effect on life style.

- **Life style with reference to Age:**

The effect of Age of willing to take divorces on life style was examined. Type of Age of willing to take divorces had two categories and they are low and high age, t-test was male and female to check the null hypothesis (No.2) framed for this purpose. The results are presented in table No-2.

*Table-No.2, (N=160), Means, SDs and 't' value of life style with reference to age:*

Age	N	Mean	SD	't' value
Low	115	110.28	15.44	0.27(NS)
High	45	109.56	14.43	
NS= Not significant				

It is revealed in Table No.2 that mean score of life style in willing to take divorces belonging to low and high age are 110.28 and 109.56 respectively. These means indicate that willing to take divorces of low age male and female experienced the highest level of life style (110.28) as compared to the willing to take divorces of high age (109.56). The result indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and high age. 't' value is 0.27 (Table no. 2) which is statistically insignificant. Hence the null hypothesis (No. 2) was accepted. Thus the results show that age has no significant effect on life style.

- **Life Style with reference to separate monthly income:**

To examine the effect of separate monthly income of male and female on life style as presented in Table No.3. 't' test was carried out to analyze the data. Separate monthly income was divided in two groups and that's bellow.

*Table No.3, (N=160), Means, SDs and 't' value of life style with reference to separate monthly income :*

Monthly Income	N	Mean	SD	‘t’ value
Low	67	108.49	15.76	
Medium	51	108.35	15.52	
NS= Not significant				

It is revealed in Table No.3 that mean score of life style in willing to take divorces male and female belonging to low and medium separate monthly income of male and female are 108.49 and 108.35 respectively. The result indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between low and medium separate monthly income of male and female. 't' value is 0.048 (Table no.3) which is statistically insignificant. Hence the null hypothesis (No.3) was accepted. Thus the results show that separate monthly income of male and female has no significant effect on life style.

**CONCLUSION:**

1. There is no significant difference between the Lifestyle of joint and nuclear families of male and female.
2. There is no significant difference between the Lifestyle of low and high age of male and female.
3. There is no significant difference between the Lifestyle of low and medium monthly income of male and female.

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## THE IMPACT OF YOGA ON HEALTH ADJUSTMENT OF WORKING WOMEN

Bharat B. Bharvad<sup>1\*</sup>

**KEYWORDS:** Impact, Yoga, Health, Adjustment, Women

### INTRODUCTION:

Yoga is the physical, mental and spiritual practices or disciplines which originated in ancient India with a view to attain a state of permanent peace. Yoga is not a religion; it is a way of living whose aim is a healthy mind in a healthy body.

Man is a physical, mental and spiritual being, yoga helps promote a balanced development of all the three other forms of physical exercises, like aerobics, assure only physical well-being. They have little to do with the development of the spiritual or astral body.

The art of practicing yoga helps in controlling an individual mind, body and mental disciplines to achieve a peaceful body and mind. Health problems like cough and cold, constipation, diarrhea, loose motion, allergy, irritation, vomiting, headache, hair fall etc. These diseases can be cured by yoga. Thus yoga helps on health adjustment issues also.

Adjustment is the process, which is expected to lead to a happy and contented life of a person. It creates a balance between needs and capacity to meet these needs, persuades persons involved to change ways of life according to the demands of the situation and gives strength and ability to bring desirable changes in the conditions of the environment.

Working women have to play a dual role; one, rooted in the family, wife, mother and housewife, and the other as an employee. Being subjected to the dual demands of home and work, they are liable to face a crisis of adjustment. In addition to the biological function which they have to perform because of their sex and culturally defined women's roles, they are stressed by their employment. It is felt that working women are generally not very clear about the judicious performance of their dual roles. The changed context is considered to have created role confusion for working women as a result of the new role of working outside home and earning a salary. The confusion arises due to inability on the part of women to strike a balance between the

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<sup>1</sup> Ph.D Scholar, Department of Education, Sardar Patel University, Vallabh Vidyanagar, India

\*Responding Author

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old role and the new role. The role conflicts to which generally the Indian working women are exposed due to enter in to jobs are above all: "Inter role conflict".

To get rid from the effect of these problems it is necessary to have good health adjustment. Healthy adjustment persons can adjust themselves with every areas of life. they can only learn to handle them to face them happily with tensions, and they shall be able to handle them only as they learn own self is an inevitable psycho necessity for successful progressive life. Mc. Dougell has rightly said, "Life is nothing but the series of adjustment and readjustment"

Yoga is the best therapy to reduce such a health adjustment problems of working women.

### OBJECTIVE OF THIS STUDY:

1. To study and compare health adjustment between yogic and non yogic working women.
2. To study and compare health adjustment between experienced and non experienced working women.

### HYPOTHESIS:

1. There is no significant difference between yogic and non yogic working women in relation to their health adjustment.
2. There is no significant difference between experienced and non experienced working women in relation to their health adjustment.
3. There is no significant interaction effect between status-A (yogic and non yogic working women) and status-B (experienced and non experienced working women) in relation to their health adjustment.
- 4.

### METHODOLOGY:

A descriptive survey method was used in this study. The present study is an attempt to verify the hypothesis regarding the influences of certain independent variables (yogic & non yogic working women) and (experienced & non experienced working women) on health adjustment of working women

#### *Sample:*

For the present study 160 working women were selected randomly. Total sample is categories as under:

#### *Sample design:*

Status-A	Status-B		Total
	Experienced	Non-experienced	
Yogic	40	40	80
Non-yogic	40	40	80
	80	80	160

**Tools:**

Bell adjustment inventory (BAI) is used as a tool. Areas of this test are family adjustment, health adjustment, social adjustment and emotional adjustment. In this present research only health adjustment is used. By using split half method, they found reliability of health adjustment 0.81. By using test retest method validity of health adjustment was 0.90.

**Table- 1:, Showing result on ANOVA son score of health adjustment of various groups**

Source of variation	SS	DF	MS	F	Level of significant
Ass	11.56	1	11.56	6.92	0.01
Bss	6.81	1	6.81	4.08	.01
AxB	12.66	1	12.66	7.58	.01
WSS	260.68	156	1.67		
TSS	291.69	159			

**Table -2:, Showing mean scores of health adjustment of variables-A (Status-A)**

	Yogic	Non-yogic
M	4.59	5.13
N	80	80

**Table-3: Showing mean scores of health adjustment of variables (Status-B)**

	Experienced	Non- experienced
M	4.65	5.06
N	80	80

**Table-3: Showing mean scores of health adjustment of variables-AxB (Status-A x Status-B)**

	A1	A2
B1 M	4.10	5.20
N	40	40
B2 M	5.08	5.05
N	40	40

**RESULT AND DISCUSSION:**

*Showing result of ANOVA on score of health adjustment of various group*

The result of ANOVA on score of health adjustment score, Table-1 is consulted and it is found that the f ratio for status-A (YOGIC-NON-YOGIC) is 6.92 which is significant at 0.01 level. Table-2 shows that the mean score of yogic working women is 4.59 and the mean score of non-



yogic working women is 5.13. That means yogic working women have shown more health adjustment than non-yogic working women by getting low mean score.

The f ratio for Status-B (EXPERIENCED –NON-EXPERIENCED) is 4.08 which is significant at 0.01 level. Table no3 shows that the mean score of experienced working women is 4.65 and the mean score of non-experienced working women is 5.06. That means experience working women have shown more health adjustment than non -experienced working women by getting low mean score.

The f ratio for status-A and Status-B is 7.58 which is significant at 0.01 level. That means Status-A (yogic and non-yogic), Status –B (experienced and non-experienced) significantly interact each other on health adjustment.

### CONCLUSION:

1. Yogic working women significantly differ on health adjustment score as compared to non working women.
2. Experienced working women significantly differ on health adjustment score as compared to non experienced working women.
3. Status-A (yogic & non-yogic) and Status –B (experienced & non-experienced) significantly interact each other on health adjustment score.

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## LOCUS OF CONTROL: A COMPARATIVE STUDY OF EMPLOYED AND UNEMPLOYED WOMEN

Gopal B. Bharvad<sup>1\*</sup>

**KEYWORDS:** Locus of Control, Employee, Women

### INTRODUCTION:

Both economical and psychological research provides convincing evidence that unemployment adversely affects a person's well being. While the impact of unemployment on wellbeing has been well documented, these simultaneous effects of low and high anxiety levels on life satisfaction have been less well explored. (Muller et al., in press; Waters and Moore, 2002). Compare to employed individuals and those in low paid jobs, the unemployed are more likely to suffer: anxiety; depression; hostility; paranoia; loss of confidence; reduction in self esteem; poorer cognitive performance; loss of motivation; learned helplessness; lower happiness; suicidal ideation; lower levels of coping; psychosomatic problems; and behavioral problem (Theodossiou, 1997; Goldsmith et al., 1997; Layard, 2005; Morrell et al., 1998; Flatau et al., 2000; Creed et al., 1999; Shamir, 1986; Murphy and Athanasou, 1999).

In the present study, I have studied the A comparative study of employed and Unemployed women on psychological well-being. Over recent decades, there has been an enormous increase in the number of rural entering the market. However, appears that society still views rural as the primary carriers of children and other family members and, as a result, many women are now faced with juggling the role of mother, partner and daughter as well as employee. Indian women have awakened their part slumber. They are not slaves of men now. The time has come when women must come out of their homes and take their posts in public life. The best role they can play as employed women and good housewife and mother. As a housewife she is source of joy comfort and inspiration to her husband and as employed women she works outside from their house in offices, bank etc.

The central concept of locus of control theory is that individuals differ in the degree to which they believe reinforcements are contingent upon their own internal and external. This Allocation of responsibility for an outcome affects the strength of the generalized expectancy of reinforcement with a greater degree of expectancy occurring when reinforcement is seen as contingent upon one's own behavior (Rotter, 1966). There are two poles on the locus of control continuum and as a general

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<sup>1</sup> Ph.D Scholar, Department of Education, Sardar Patel University, Vallabh Vidyanagar, India

\*Responding Author

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principle internal control refers to the perception of events as being a consequence of one's own action and thereby under personal control. Whereas, external control refers to the perception of events as being unrelated to one's own behavior and therefore beyond personal control (Rotter, Seeman, & Liverant, 1962). Rotter (1966) feels that a logical extension of internal-external control is that. Those at the internal and of the scale would show more overt striving for locus of control than those who felt they had little control over their environment" (p. 21). This contention is substantiated by research in which a relationship between locus of control and achievement has been found (Rotter 1966; Coleman, Campbell, Hobson, McPartland, Mood, Weinfield, & York, 1966; Lessing, 1969; Lefcourt, 1976). Arguments such as defensive externality (Rotter, 1975), cultural roles (Duke & Nowicki, 1974), and weaknesses in Rotter's I-E Scale (Joe, 1971) have been offered as explanation for the sometimes inconsistent finding. However, in general, it appears that an internal locus of control is positively related to achievement.

### **OBJECTIVES OF THE RESEARCH:**

*The objectives of research are centered on the research problem. The objectives decided for the present research are as follow.*

1. To study the locus of control among the employed and unemployed women.
2. To study the locus of control among the urban and rural area of women.
3. To study the locus of control among the low and high age of women.
4. To study the interaction effect on the locus of control of the Types of work, Types of area, and age of the women.

### **HYPOTHESIS OF THE RESEARCH:**

1. There is no difference between the locus of control of the employed and unemployed women.
2. There is no difference between the locus of control of the urban and rural areas of the women.
3. There is no difference between the locus of control of the low and high age of the women.
4. There is no interaction effect on the locus of control of the types of work and Types of area of the women.
5. There is no interaction effect on the locus of control of the types of work and age of the women.
6. There is no interaction effect on the locus of control of the types of area and age of the women.
7. There is no interaction effect on the locus of control of the types of work, types of area and age of the women.

### ***Sample of the Research:***

The aim and object of this study is to get information regarding locus of control of employed and unemployed women for this purpose Anand District was selected. Importance of this study was made understood to principal for his press permeation and requested him to cooperate and thus his permission was granted. Employed and unemployed were listed out separately. Among these list 120 employed and 120 unemployed women were randomly selected. Among these 120 employed women 60 were urban and 60 were rural. Among 60 women, 30 were Low age women while 30 were of high

age women. In the same way of unemployed women. In this way the sample was of 240 employed and unemployed women.

### ***Tools used of the Research:***

*The following tools were used in the present study:*

#### **1. Personal Data sheet :**

A personal data sheet developed by the investigator was used to collect information about Types of work, Types of area and age.

#### **2. Locus of Control Scale:**

Rotter (1966), Internal-External Locus of control scale Gujarati translate was used to obtain locus of control score. The scale was administered in groups. The Internal-External scale contains 28 items, in 6 which are fillers. Each item has two statements (a) and (b) and the respondent is required to choose one of the statements that are truer of him. Scoring in values assigning one mark if the keyed statement was checked. The maximum possible score is twenty two and minimum is zero. High score indicates high level of external locus of control. The test-retest reliability coefficient is 0.83 and the author has reported satisfactory validity of the scale. The Gujarati version used in the present study had correlation between 0.70 and 0.85 with the original English version on different bilingual population.

### ***Statistical Analysis of the Research:***

In this study 'F' Test was used for statistical analysis.

### ***Result and Discussion of the Research:***

'F' Values were calculated by 2x2x2 factorial analysis method to check "Null hypothesis" (1to7) constructed with reference to study of independent and inter-relational effect on locus of control of types of work , types of area and age, Score of locus of control under this 2x2x2 factorial design were obtained for 8 (Eight) groups. This is shown in Table No.-1.

***Table No. 1, Mean and SD of locus of control with reference to types of work, types of area and age of women, (N = 240)***

Independent Variables→				Age	
↓ Types of work	↓ Employed A1	↓ Types of area	Urban B1	Low C1	High C2
				M =14.57 SD =2.50 N =30	M =11.83 SD =2.72 N =30
	Unemployed A2	Types of area	Rural B2	M =15.97 SD =2.67 N =30	M =12.47 SD =3.61 N =30
			Urban B1	M =15.30 SD =3.34 N =30	M =13.60 SD =3.86 N =30
			Rural B2	M =18.33 SD =1.73 N =30	M =16.60 SD =3.66 N =30

**Table No. 2, 2x2x2 ANOVA Analysis summary of locus of control with reference to types of work, types of area and age of women, (N = 240)**

Source of Variance	Sum of square	df	Mean Sum of Square	F	Level of Significant
Types of work (A)	294.82	1	294.82	30.84	**
Types of area (B)	252.15	1	252.15	26.38	**
age(C)	360.15	1	360.15	37.67	**
AxB	56.07	1	56.07	5.87	*
AxC	32.27	1	32.27	3.37	NS
BxC	3.27	1	3.27	0.34	NS
AxBxC	2.82	1	2.82	0.29	NS
Error (SSW)	2219.07	232	9.56		
SST	3220.62	239			
** P < 0.01, * P < 0.05, NS = Not Significant.					

**Table No. 3, Difference between mean scores of locus of control with reference to types of work, types of area and age of women, (N = 240)**

Independent Variables	Categories	n	Mean	Difference between the mean
Types of work (A)	Employed A1	120	13.74	2.22
	Unemployed A2	120	15.96	
Types of area (B)	Urban B1	120	13.83	2.04
	Rural B2	120	15.88	
Age(C)	Low C1	120	16.08	2.46
	High C2	120	13.62	

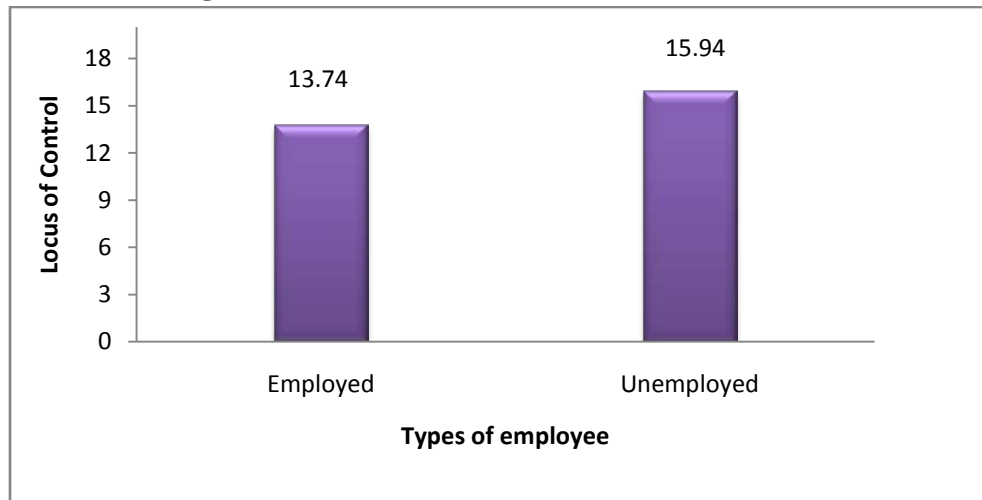
### 1. Types of work and locus of control of the women:

Null hypothesis 1 was constructed to get information whether any significant difference exists locus of control of employed and unemployed women.

It can be clearly seen from above table No. 2 that 'F' value regarding locus of control of employed and unemployed women was 30.84 this 'F' value is significant at 0.01 level. So  $H_0$ : 1 is rejected, i.e. the result shows significant difference. It can be clearly seen table No. 3 that mean of score of employed and unemployed women were 13.74 and 15.96 respectively. The difference between mean of locus of control of employed and unemployed women is 2.22. Hence it can be said that locus of control of unemployed women than employed women is more extroversion. This difference can also be seen from graph No. 1 designed on the basis of obtained result.

**Graph 1, X = Types of work (Employed A<sub>1</sub> and Unemployed A<sub>2</sub>)**

**Y= 1.00 Sem. = 3 Average Score**



## **2 Types of area and locus of control of the women:**

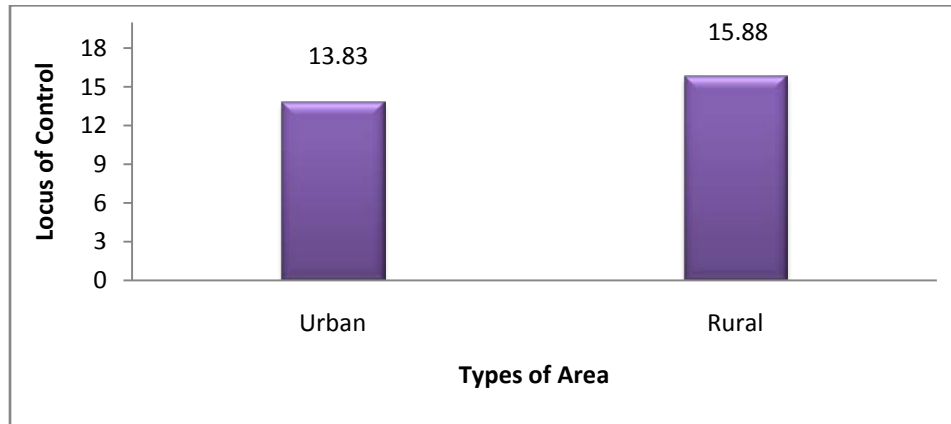
Null hypothesis 2 was constructed to get information whether there is any significant difference between urban and rural area women.

‘F’ Value obtained from test to check Ho. 2 was 26.38 this value can be seen in table No. 2. This ‘F’ value is significant at 0.01 levels, i.e. there is significant difference between locus of control of urban and rural area women, and null hypothesis 2 is rejected. To make this result more clear, it can be seen clearly from table No. 3 that mean score of locus of control of urban and rural area women were 13.83 and 15.88 respectively. There is difference of 2.05 in locus of control of urban and rural women. Hence it can be said that there is significant difference between locus of control of urban and rural area women. There is wide difference between mean of urban and rural women. This difference can be clearly seen from graph No. 2 which is prepared on the basis of obtained mean of locus of control. It shows that significant difference exists regarding locus of control of urban and rural area women. Hence it can be said that locus of control of rural area women than urban area women is more extroversion.

**Graph -2**

**X = Types of area (Urban B<sub>1</sub> and Rural B<sub>2</sub>)**

**Y= 1.00 Sem. = 3 Average Score**



**3. Age and locus of control of the women:**

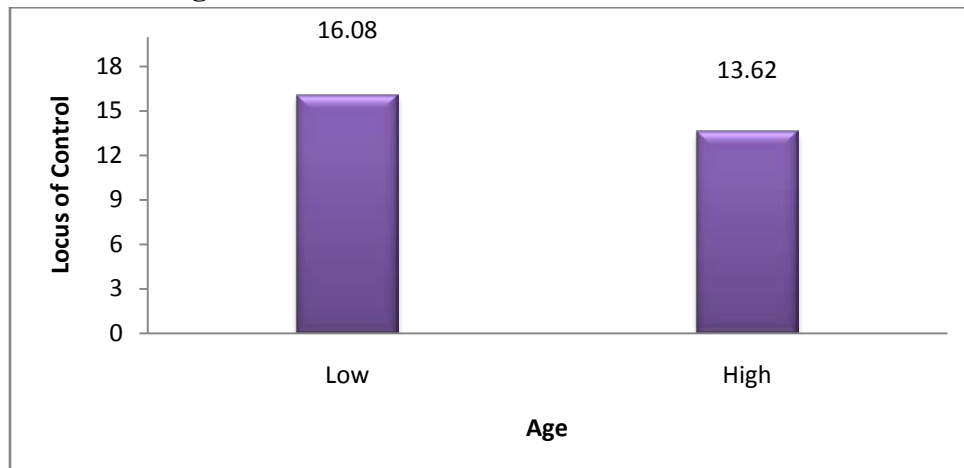
Null hypothesis 3 was constructed to get information whether there is any significant difference between low and high age women.

It can be clearly seen from above table No. 2 that 'F' value regarding locus of control of low and high age women was 37.67 this 'F' value is significant at 0.01 level. So null hypothesis 3 is rejected, i.e. the result shows significant difference. It can be clearly seen table No. 3 that mean of score of low and high age women were 16.08 and 13.62 respectively. The difference between mean of locus of control of low and high age women is 2.46. Hence it can be said that locus of control of high age women than low age women is more extroversion. This difference can also be seen from figure graph No. 3 designed on the basis of obtained result. Patel (2009), High age women external locus of control is better than Low age women, the research results is supported by Patel, (2009).

**Graph -3**

**X = Age (Low C<sub>1</sub> and High C<sub>2</sub>)**

**Y= 1.00 Sem. = 3 Average Score**



#### 4. Locus of control with reference to types of work and types of area of the women.

Table No. 4, (N = 240)

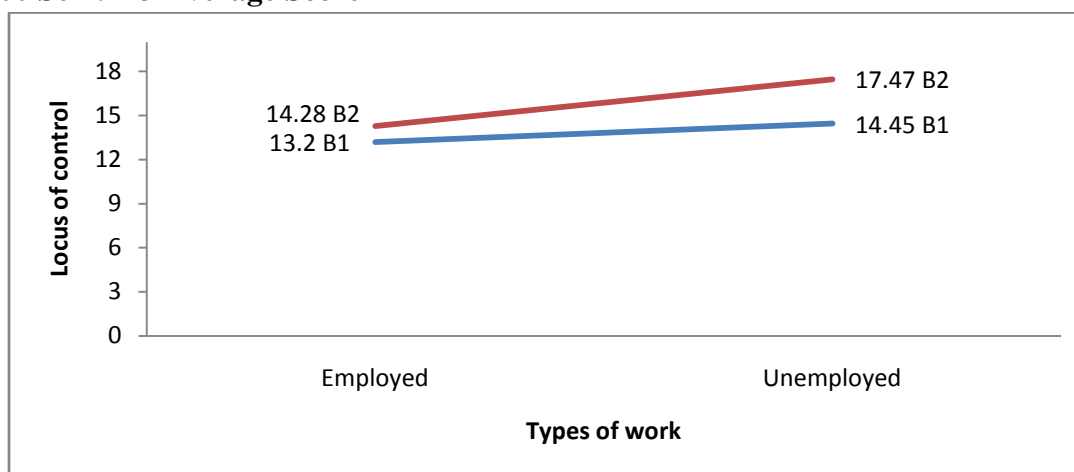
Independent Variables →		Types of area (B)	
↓	↓Categories→	Urban B1	Rural B2
Types of work (A)	Employed A1	13.20	14.28
	Unemployed A2	14.45	17.47

#### Graph -4

X = Types of work (Employed A<sub>1</sub> and Unemployed A<sub>2</sub>)

Types of area (Urban B<sub>1</sub> and Rural B<sub>2</sub>)

Y = 1.00 Sem. = 3 Average Score



Null hypothesis how was constructed to get information whether any effect exists on locus of control as a result of interaction of each other of types of work and types of area of the women.

“F” value obtained while examining hypothesis to get information regarding effect of interaction with reference to mutual locus of control of types of work and types of area of can be seen in table No. 2. This ‘F’ value can be as 5.87 which are more than 0.05 levels and hence so null hypothesis 4 is rejected, i.e. the result shows significant interaction effect. The result does possess significance. It is also clearly seen while observing table and graph No. 4 that there is significant effect on locus of control of mutual interaction of types of work s and types of area of women.

#### 1. Locus of Control with reference to types of work and age of the women.

Table No. 5

Independent Variables →		age (C)	
↓	↓Categories→	Low C1	High C2
Types of work (A)	Employed A1	15.10	16.82
	Unemployed A2	12.15	15.33

Null hypothesis how was constructed to get information whether any effect exists on locus of control as a result of interaction of each other of types of work and age of the women.



“F” value obtained while examining hypothesis to get information regarding effect of interaction with reference to mutual locus of control of types of work s and age of can be seen in table No. 2. This “F” value can be as 0.35 which is less than 0.05 and hence it is not significant so the above hypothesis is accepted. The result does not possess significance. It is also clearly seen while observing table No. 5 that there is no significant effect on locus of control of mutual interaction of types of work and age of the women.

## **2. Locus of Control with reference to types of area and age of the women.**

**Table No. 6**

Independent Variables →		age (C)	
↓	↓Categories→	Low C1	High C2
Types of area (B)	Urban B1	14.53	17.22
	Rural B2	12.72	14.93

Null hypothesis how was constructed to get information whether any effect exists on locus of control as a result of interaction of each other of types of area and age of the women.

“F” value obtained while examining hypothesis to get information regarding effect of interaction with reference to mutual locus of control of types of area and age of can be seen in table No. 2. This “F” value can be as 1.57 which is less than 0.05 and hence it is not significant so the above hypothesis is accepted. The result does not possess significance. It is also clearly seen while observing table No. 6 that there is no significant effect on locus of control of mutual interaction of types of area and age of the women.

## **3. Locus of control with reference to types of work, types of area and age of the women.**

Null hypothesis how was constructed to get information whether any effect exists on locus of control as a result of interaction of each other of types of work, types of area and age of the women.

“F” value obtained while examining hypothesis to get information regarding effect of interaction with reference to mutual locus of control of types of work, types of area and age of can be seen in table No. 2. This “F” value can be as 0.01 which is less than 0.05 and hence it is not significant so the above hypothesis is accepted. The result does not possess significance. It is also clearly seen while observing table No. 1 that there is no significant effect on locus of control of mutual interaction of types of work s, types of area and age of the women.

## **CONCLUSION:**

1. The employed women’s external locus of control is batter then the unemployed women.
2. The urban area women external locus of control is batter then the rural area women.
3. The high age women’ external locus of control is batter then the low age women.
4. There is significant mean interaction effect of the locus of control in the types of work and types of area of the women.

5. There is no significant mean interaction effect of the locus of control in the types of work and age of the women.
6. There is no significant mean interaction effect of the locus of control in the types of area and age of the women.
7. There is no significant mean interaction effect of the locus of control in the types of work, types of area and age of the women.

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## FEMALE FOETICIDE AND HUMAN RIGHTS

Dr. Ila M. Macwan<sup>1\*</sup>

**KEYWORDS:** Female, Foeticide, Human Rights

### INTRODUCTION:

The Indian census data suggests there is a positive correlation between abnormal sex ratio and better socio-economic status and literacy. This may be connected to the dowry system in India where dowry deaths occur when a girl is seen as a financial burden. Urban India has higher child sex ratio than rural India according to 1991, 2001 and 2011 Census data, implying higher prevalence of female foeticide in urban India. Similarly, child sex ratio greater than 115 boys per 100 girls is found in regions where the predominant majority is Hindu, Muslim, Sikh or Christian; furthermore “normal” child sex ratio of 104 to 106 boys per 100 girls are also found in regions where the predominant majority is Hindu, Muslim, Sikh or Christian. These data contradict any hypotheses that may suggest that sex selection is an archaic practice which takes place among uneducated, poor sections or particular religion of the Indian Society.

The Indian government has passed Pre-Conception and Pre-Natal Diagnostic Techniques Act (PCPNDT) in 1994 to ban and punish prenatal sex screening and female foeticide. It is currently illegal in India to determine or disclose sex of the foetus to anyone. However, there are concerns that PCPNDT Act has been poorly enforced by authorities.

Human rights aims to identify the necessary positive and negative prerequisites for a “universal” minimal standard of justice, tolerance and human dignity that can be considered the public moral norms owed by and to individuals by the mere virtue of their humanity. Such prerequisites can exist as shared norms of actual human moralities, as justified moral norms of moral rights supported by strong reasons, as legal rights at a national level or as a legal right within international law. Human rights advocates seek the strong protection of human rights through their effective realization in each of these ways. The claim of human rights is therefore that they are universal, in that they are possessed by all by virtue of the fact that they are human and independent in that their existence as moral standards of justification and criticism is independent whether or not they are recognized and by a particular national or international legal system or government.

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<sup>1</sup> Associate Professor, Department of Sociology, Sardar Patel University, Vallabh Vidyanagar, India

\*Responding Author

The general idea of human rights has widespread acceptance and the Charter of the United Nations which has been signed by virtually all sovereign states recognizes the existence of human rights and it has been argued that the doctrine of human rights has become the dominant moral doctrine for regulating and evaluating the moral status of contemporary geo-political order. However, debate and disagreement over which precise nature, content, justification and appropriate legal status of those rights continues. The Universal Declaration of Human Rights has acted as the predominant modern codification of commonly accepted human rights principles and many national many international documents, treaties and instruments that have expanded on its principles and act as a collective expression of widespread conceptions of human rights by the international community. Examples of rights and freedoms which have come to be commonly thought of as human rights include civil and political rights, such as the right to life and liberty, freedom of expression and equality before the law and economic, social and cultural rights, including the right to participate in culture, the right to be treated with respect and dignity, the right to food, the right to work, and the right to education.

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

#### **CHILD SEX RATIO AND FOETICIDE BY STATES OF INDIA**

The following table presents the child sex ratio data for India's states and union territories, according to 2011 Census of India for population count in the 0-1 age group. The data suggests 18 states/UT had birth sex ratio higher than 107 implying excess males at birth and / or excess female mortalities after birth but before she reaches the age of 1, 13 states/UT had normal child sex ratios in the 0-1 age group and 4 states/UT had birth sex ratio less than 103 implying excess females at birth and/or excess male mortalities after birth but before he reaches the age of 1.

<b>State / UT</b>	<b>Boys (001 age) 2011 Census</b>	<b>Girls (0-1 age) 2011 Census</b>	<b>Sex ratio (Boys per 100 girls)</b>
Jammu & Kashmir	10633298	9677936	109.9
Haryana	154761	120551	128.4
Punjab	226929	193021	117.6
Uttarakhand	92117	80649	114.2
Delhi	135801	118896	114.2
Maharashtra	946095	829465	114.1
Lakshadweep	593	522	114.0
Rajasthan	722108	635198	113.7
Gujarat	510124	450743	113.2
Uttar Pradesh	1844947	1655612	111.4
Chandigarh	8283	7449	111.2
Daman & Diu	1675	1508	111.1
Bihar	1057050	957907	110.3

## FEMALE FOETICIDE AND HUMAN RIGHTS

Himachal Pradesh	53261	48574	109.6
Madhya Pradesh	733148	677139	108.3
Goa	9868	9171	107.6
Jharkhand	323923	301266	107.5
Manipur	22852	21326	107.2
Andhra Pradesh	626538	588309	106.5
Tamil Nadu	518251	486720	106.5
Odisha	345960	324949	106.5
Dadra and Nagar Haveli	3181	3013	105.6
West Bengal	658033	624760	105.0
Karnataka	478346	455299	105.1
Assam	280888	267962	104.8
Nagaland	17103	16361	104.5
Sikkim	3905	3744	104.3
Chhattisgarh	253745	244497	103.8
Tripura	28650	27625	103.7
Meghalaya	41353	39940	103.5
Arunachal Pradesh	11799	11430	103.2
Andaman & Nicobar Islands	2727	2651	102.9

### *Causes of Female Foeticide*

Various theories have been proposed as possible reasons for sex-selective abortion.

### *Cultural preference*

Female foeticide can be seen through history and cultural background. Generally, male babies were preferred because they provided manual labour and success the family lineage. The selective abortion of female fetuses is most common in areas where cultural norms value male children over female children for a variety of social and economic reasons. A son is often preferred as an “asset” since he can earn and support the family, a daughter is a “liability” since she will be married off to another family and so will not contribute financially to her parents. Female foeticide then, is a continuation in a different form of a practice of female infanticide or withholding of postnatal health care for girls in certain households. Furthermore, in some cultures sons are expected to take care of their parents in their old age. These factors are complicated by the effect of diseases on child sex ratio, where communicable and non communicable diseases affect males and females differently.

### **DISPARATE GENDERED ACCESS TO RESOURCES**

Some of the variation in birth sex ratios and implied female foeticide may be due to disparate access to resources. As Mac Pherson notes, there can be significant differences in gender violence and access to food, healthcare, immunizations between male and female children. This leads to high infant and childhood mortality among girls, which causes changes in sex ratio.

Disparate, gendered access to resources appears to be strongly linked to socio-economic status. Specifically, poorer families are sometimes forced to ration food, with daughters typically receiving less priority than sons. However, Klasen's study revealed that this practice is less common in the poorest families, but rises dramatically in the slightly less poor families. Klasen and Wink's study suggests that this is "related to greater female economic independence and fewer cultural strictures among the poorest sections of the population." In other words the poorest families are typically less bound by cultural expectations and norms and women tend to have more freedom to become family bread winners out of necessity.

Lopez and Ruzikah found that, when given the same resources, women tend to outlive men at all stages of life after infancy. However, globally, resources are not always allocated equitably. Thus, some scholars argue that disparities in access to resources such as healthcare, education and nutrition play at least a small role in the high sex ratios seen in some parts of the world.

### **LAWS AND REGULATIONS**

India passed its first abortion related law, the so called Medical Termination of Pregnancy Act of 1971, making abortion legal in most states, but specified legally acceptable reasons for abortion such as medical risk to mother and rape. The law also established physicians who can legally provide the procedure and the facilities where abortions can be performed but did not anticipate female foeticide based on technology advances. With increasing availability of sex screening technologies in India through the 1980s in urban India and claims of its misuse, the Government of India passed the Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) (PCPNDT) Act in 2004 to deter and punish prenatal sex screening and female foeticide. However, there are concerns that PCPNDT Act has been poorly enforced by authorities.

The impact of Indian laws on female foeticide and its enforcement is unclear. United National Population Fund and India's National Human Rights Commission, in 2009, asked the Government of India to assess the impact of the law. The Public Health Foundation of India, and premier research organization in its 2010 report, claimed a lack of awareness about the Act in parts of India, inactive role of the Appropriate Authorities, ambiguity among some clinics that offer prenatal care services and the role of a few medical practitioners in disregarding the law. The Ministry of Health and Family Welfare of India has targeted education and media advertisements to reach clinics and medical professionals to increase awareness. The Indian Medical Association has undertaken efforts to prevent prenatal sex selection by giving its members *Beti Bachao* (save the daughter) badges during its meetings and conferences. However, a recent study by Nandi and Deolalikar argues that the 1994 PNDT Act may have had a small impact by preventing 106000 female foeticides over one decade.

According to a 2007 study by Mac Pherson, prenatal Diagnostic Techniques Act (PCPNDT Act) was highly publicized by NGOs and the government. Many of the ads used depicted abortion as violent, creating fear of abortion itself within the population. The ads focused on the religious and moral shame associated with abortion. Mac Pherson claims this media campaign was not effective because some perceived this as an attack on their character, leading to many becoming

closed off, rather than opening a dialogue about the issue. This emphasis on morality, claims Mac Pherson, increased fear and shame associated with all abortions, leading to an increase in unsafe abortions in India.

The government of India, in a 2011 report, has begun better educating all stakeholders about its MTP and PCPNDT laws. In its communication campaigns, it is clearing up public misconceptions by emphasizing that sex supporting implementation of programmes and initiatives that seek to reduce gender discrimination, including media campaign to address the underlying social causes of sex selection.

Given the dismal Child Sex Ratio in the country and the Supreme Court directive of 2003 to State governments to enforce the law banning the use of sex determination technologies the Ministry set up a National Inspection and Monitoring Committee (NIMC) in October last. Dr. Rattan Chand, Director (PNDT) was made the Convener of the NIMC. The NIMC under the guidance of Dr. Rattan Chand conducted raids in some of the districts in Maharashtra, Punjab, Haryana, Himachal Pradesh, Delhi and Gujarat. In April, it conducted raids on three clinics in Delhi. In its reports sent to the Chief Secretaries of the respective states, the committee observed that the Authorities had failed to monitor or supervise the registered clinics.

Other recent policy initiatives adopted by many states of India, claims Guilmoto, attempt to address the assumed economic disadvantage of girls by offering support to girls and their parents. These policies provide conditional cash transfer and scholarships only available to girls, where payments to girl and her parents are linked to each stage of her life, such as when she is born, completion of her childhood immunization, her joining school at grade 1, her completing school grades 6, 9 and 12, her marriage past age 21. Some states are offering higher pension benefits to parents who raise one or two girls. Different states of India have been experimenting with various innovations in their girl-driven welfare policies. For example, the state of Delhi adopted a pro-girl policy initiative (locally called *Laadli Scheme*), which initial data suggests may be lowering the birth sex ratio in the state.

### RESPONSE FROM OTHERS

Increasing awareness of the problem has led to multiple campaigns by celebrities and journalists to combat sex-selective abortions. Aamir Khan devoted the first episode “Daughters Are Precious” of his show *Satyamev Jayate* to raise awareness of this widespread practice, focusing primarily on Western Rajasthan, which is known to be one of the areas where this practice is common. Its sex ratio dropped to 883 girls per 1,000 boys in 2011 from 901 girls to 1000 boys in 2001. Rapid response was shown by local government in Rajasthan after the airing of this show, showing the effect of media and nationwide awareness on the issue. A vow was made by officials to set up fast-track courts to punish those who practice sex-based abortion. They cancelled the licenses of six sonography centers and issued notices to over others.

This has been done on the smaller scale. Cultural intervention has been addressed through theatre. A play such as ‘Pacha Mannu’, which is about female infanticide/foeticide, has been

produced by a women's theatre group in Tamil Nadu. This play was showing mostly in communities that practice female infanticide/foeticide and has led to a redefinition of a methodology of consciousness raising, opening up varied ways of understanding and subverting cultural expressions.

The Mumbai High Court ruled that prenatal sex determination implied female foeticide. Sex determination violated a woman's right to live and was against India's Constitution.

The *Beti Bachao*, or Save girls campaign has been underway in many Indian communities since the early 2000s. The campaign uses the media to raise awareness of the gender disparities creating and resulting from sex-selective abortion. Beti Bachao activities include rallies, posters, short videos and television commercials, some of which are sponsored by state and local governments and other organizations. Many celebrities in India have publicly supported the Beti Bachao campaign.

### CONSEQUENCES OF FEMALE FOETICIDE

Given the lower values placed on women in Indian Society, prenatal sex determination with the intention of preventing female births must be viewed as a manifestation of violence against women, a violation of their human rights. The pregnant woman, though often equally anxious to have a boy, is frequently pressurized to undergo such procedures. Many women suffer from psychological trauma as a result of forcibly undergoing repeated abortions. More generally demographers warn that in the next twenty years there will be a shortage of brides in the marriage market mainly because of the adverse juvenile sex ration, combined with an overall decline in fertility. While fertility is declining more rapidly in urban and educated families nevertheless the preference for male children remains strong. For these families, modern medical technologies are within easy reach. Thus selective abortion and sex selection are becoming more common.

In rural areas, as the number of marriageable women declines, men would tend to marry younger women, leading to a rise in fertility rates and thus a high rate of population growth. The abduction of girls is an associated phenomenon. The Hindustan Times recently reported that young girls from Assam and West Bengal are kidnapped and sold into marriage in neighbouring Haryana.

The impact on society should not be underestimated. According to Chinese estimates by 2020 there are likely to be 40 million unmarried young men, called *guang guan* or 'bare branches' in China because of the adverse sex ratio. A society with a preponderance of unmarried young men is prone to particular dangers. More women are likely to be exploited as sex workers. Increases in molestations and rape are an obvious result. The sharp rise in sex crimes in Delhi have been attributed to the unequal sex ratio.



## PREVENTION OF SEX DETERMINATION

In 1994, the Government of India passed the Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act with the aim of preventing female foeticide. The implementation of this Act was slow. It was later amended and replaced in 2002 by the Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act without ever having been properly implemented.

The Act has a central and state level Supervisory Board, an Appropriate Authority and supporting Advisory Committee. The function of the Supervisory Board is to oversee, monitor and make amendments to the provisions of the Act. Appropriate Authority provides registration and conducts the administrative work involved in inspection, investigation and the penalizing of defaulters. The Advisory Committee provides expert and technical support to the Appropriate Authority. Contravening the provisions of the Act can lead to a fine of Rs.10,000 and up to three years imprisonment for a first offence with greater fines and longer terms of imprisonment for repeat offenders. The Appropriate Authority informs the central or state medical council to take action against medical professionals, leading to suspension or the striking off of practitioners found guilty of contravening the provisions of the Act.

Before conducting any prenatal diagnostic procedure, the medical practitioner must obtain a written consent from the pregnant woman in a local language that she understands. Prenatal tests may be performed in various specified circumstances, including risk of chromosomal abnormalities in the case of women over 35, and genetic diseases evident in the family history of the couple.

## IMPLEMENTATION OF THE PREVENTING FEMALE FOETICIDE ACT 1994

*The removal of this practice in Indian society is a serious challenge. It must involve:*

1. We must avoid religious teachings and the advocate and aware the society of a scientific and humanist approach.
2. The empowerment of women and a strengthening of women's rights through campaigning against anti social practices such as dowry, sati, child marriage, sex determination and ensuring strict implementation of legal rules and law.
3. Central and State Government must ensure the development of and access to good health care services for the rural and urban population.
4. Inculcating a strong ethical code of conduct among medical professionals, beginning with their training as undergraduates help in stopping them from misuse of their training.
5. Simple methods of complaint registration, accessible equally to the poorest & richest and most vulnerable women of the country.
6. Widespread and publicization in the media of the scale and seriousness of the practice. NGOs & GOs at National and State level and other social workers should take a key role in educating and aware the public on this matter.
7. Regular assessment of indicators of status of women in society, such as sex ratio and female mortality, literacy and economic participation is made to have up to date information.
8. It is only by a combination of proper monitoring, education campaigns and effective legal implementation that the deep-rooted attitudes and practices against women and girls can be eroded from the society.

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## ADJUSTMENT OF SECONDARY SCHOOL STUDENTS

A Patel<sup>1\*</sup>

### ABSTRACT:

*The present study was aimed at investigating the adjustment abilities of secondary school students. The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh was employed to assess the adjustment level of the students. The study was carried out on a sample of 120 secondary school students from MAHISAGAR district area, keeping in mind various demographic factors. The survey method of research was employed to collect the requisite data. The data so collected was analyzed using statistical measures of Mean, Standard deviation and t- test. The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.*

**KEYWORDS:** Adjustment, Secondary School Students, Demographic Factors

### INTRODUCTION:

Education is said to be the most powerful equalizer of people's endowments, with which they expand the horizon of life choices, grasp economic opportunities, gain higher living standards, pursue happiness, and enjoy a life of well being. It acts as the foundation upon which one can build the rest of their life. Education is considered to be not only a means of improving one's own life but also that of others around one. Therein lays the importance of wholesome education in a child's life. In today's multi-cultural world, education necessitates adjustment. Children with different abilities, different skills, different backgrounds, and different cultures get educated together, providing them an opportunity to hone their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a child has to learn to co-exist and co-operate with students and teachers of different religions, different cultures, different opinions and a different outlook towards life.

The students enrolled in secondary classes are experiencing the 'storms and stresses' of adolescence, a very critical stage of their lives. During this period, they keep vacillating between being children and being adults. Though adjustment is a major concern at all life stages, it becomes especially critical at the stage of adolescence. Being a phase of rapid growth and

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<sup>1</sup> Clinical Psychology, Dept. of Psychology, SARDAR PATEL University, Vallabh Vidhyanagar, India

\*Responding Author

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development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. Most adolescents experience adjustment difficulties in emotional, social and/or educational aspects of their lives. Adjustment has been described by the Encyclopedia Britannica as a behavioral process for maintaining equilibrium among one's needs and obstacles offered by the environment. Adjusting to constant changes in their internal as well as external environment becomes a major challenge for the adolescents.

It seems, over the years, very limited amount of research has been done on adjustment problems of adolescents. Most of the problems centering adolescents are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986). The genetic make-up, time and rate of maturity vary for boys and girls especially during adolescence. Societal norms and perceptions are also different for boys and girls, resulting in significant differences in levels of adjustment of boys and girls (Jaikumar and Muthumanickam, 2012; Jain and Jandu, 1998; Hampel and Petermann, 2006; Kuruvilla, 2006; Mythili et.al., 2004; Raju and Rahmatulla, 2007; Shalu and Audichya, 2006; Yagon and Mikuliner, 2004). Family interactions and relationships between family members play a pivotal role in the adjustment issues of adolescents (Conger ET. Al. 1997; Dratar, 1997; Jaikumar and Muthumanickam, 2012; Rowchowdhary and Basu, 1998; Scott and Scott, 1989; Srivastava, 1984; Varni, 1986; Werner et.al. 2003). the type of schools and the medium of instruction also influence the adjustment level of the adolescents (Pradhan, 1992; Raju and Rahamtulla, 2007; Sharma and Gakkar, 1991). There is a need to explore the adjustment problems of school going adolescents and the influence of various demographic factors on their adjustment abilities. The present study was aimed at exploring the adjustment problems of secondary school students.

### OBJECTIVES

1. To study the adjustment of secondary school students.
2. To compare the adjustment among male and female secondary school students.
3. To study the adjustment of secondary school students belonging to nuclear and joint families.
4. To compare the adjustment of secondary school students studying in English medium and Gujarati medium schools.

### HYPOTHESES

1. The adjustment among male and female secondary school students does not differ significantly.
2. The adjustment among secondary school students living in joint and nuclear families does not differ significantly.
3. The adjustment of secondary school students studying in English medium and Gujarati medium schools does not differ significantly.

**Variables**

Independent Variable	Dependent Variable
English Medium	Emotional Adjustment
Gujarati Medium	Social Adjustment
Nuclear Families	Educational Adjustment
Joint Families	

**METHODOLOGY*****Method Of Study***

The present study was completed by using normative survey method.

***Sample***

A sample of 120 class IX students studying in various schools of MAHISAGAR district of Gujarat, India was chosen through random sampling technique for the present study. Out of the 120 (60 Male, 60 Female) students, 60 were from English medium schools and 60 were from Gujarati medium schools with 42 belonging to joint families and 78 belonging to nuclear families.

***Tools Used***

The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh (2005) has 60 items with 20 items in each of the three areas of adjustment: emotional, social and educational. Responses are taken in 'yes' and 'no' for each item. The split- half reliability is 0.95 with product moment correlation between inventory scores and criterions ratings 0.51. For each response indicative of adjustment '0' is given otherwise '1' is given. While high scores on AISS indicate poor levels of adjustment, low scores indicate good adjustment. The minimum score on the AISS is 0 while the maximum score is 60.

***Procedure***

The scale was administered to the subjects in groups in the regular classroom situation. The instructions were provided on the first page of the scale booklets which are self explanatory. Scoring was done according to the instructions given in the manual.

***Statistical Techniques Used***

Statistical Techniques used is Statistical measures of Mean, Standard deviation and t- test were employed to analyses the collected data

## RESULTS AND DISCUSSION

*Table: 1 Adjustment of Secondary School Students*

Areas of Adjustment	Mean ( N=120)	S.D.	Level of Adjustment
Emotional Adjustment	8.75	1.57	Unsatisfactory
Social Adjustment	8.60	1.89	Unsatisfactory
Educational Adjustment	6.05	1.33	Average
<b>Overall Adjustment</b>	<b>23.40</b>	<b>3.77</b>	Unsatisfactory

A perusal of the data presented in Table 1 reveals that the overall adjustment of secondary school students is unsatisfactory. While the students scored quite poorly in the areas of emotional and social adjustment, they scored better in the area of educational adjustment.

**Table: 2 Adjustments of Male and Female Secondary School Students**

Areas of Adjustment	Male ( N=60)		Female ( N=60)		t- value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Emotional Adjustment	9.53	1.34	7.97	1.30	6.47	0.01
Social Adjustment	9.88	0.45	7.32	2.07	9.36	0.01
Educational Adjustment	6.30	0.89	5.80	1.67	2.05	0.05
<b>Overall Adjustment</b>	<b>25.71</b>	<b>1.92</b>	<b>21.09</b>	<b>3.34</b>	<b>9.31</b>	<b>0.01</b>

The contents of Table 2 indicate that the secondary school boys show significantly poorer levels of adjustment as compared to the girls ( $t= 9.31, p< 0.01$ ). Hence the first null hypothesis is rejected. These differences are found to be significant in all the areas of adjustment. The emotional adjustment of girls is significantly better than that of boys ( $t= 6.47, p< 0.01$ ) as is their social adjustment ( $t= 9.36, p< 0.01$ ). In the case of educational adjustment also, the differences are found to be significant ( $t= 2.05, p< 0.05$ ).

**Table: 3 Adjustments of Secondary School Students from Nuclear and Joint Families**

Areas of Adjustment	Nuclear ( N=78)		Joint ( N=42)		t- value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Emotional Adjustment	9.87	1.42	6.67	1.81	9.93	0.01
Social Adjustment	9.83	1.35	6.31	0.87	17.31	0.01
Educational Adjustment	5.10	1.22	7.81	1.01	13.01	0.01
<b>Overall Adjustment</b>	<b>24.80</b>	<b>2.44</b>	<b>20.79</b>	<b>2.37</b>	<b>8.75</b>	<b>0.01</b>

Table 3 shows that there are students from joint families show better levels of adjustment as compared to those belonging to nuclear families (  $t = 8.75$ ,  $p < 0.01$ ). Hence the second null hypothesis also stands rejected. These differences are found to be significant in all the three areas of adjustment under study, namely emotional, social and educational with children from joint families reporting better adjustment than their counterparts from nuclear families.

**Table: 4 Adjustment of Secondary School Students from English and Gujarati medium Schools**

Areas of Adjustment	English ( N=60)		Gujarati ( N=60)		t- value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Emotional Adjustment	7.72	1.24	9.78	1.37	8.63	0.01
Social Adjustment	7.55	1.77	9.65	0.93	8.14	0.01
Educational Adjustment	5.90	1.05	6.20	1.33	1.37	NS
<b>Overall Adjustment</b>	<b>21.17</b>	<b>2.67</b>	<b>25.63</b>	<b>2.22</b>	<b>9.95</b>	<b>0.01</b>

The contents of table 4 reveal that secondary school students belonging to English medium schools possess improved levels of adjustment skills as compared to those belonging to Gujarati medium schools (  $t = 9.95$ ,  $p < 0.01$ ). Hence the third null hypothesis is also rejected.

While the differences are significant for the areas of emotional ( $t = 8.63$ ,  $p < 0.01$ ) and social adjustment ( $t = 8.14$ ,  $p < 0.01$ ), they cease to be significant in the area of educational adjustment.

## CONCLUSIONS

On the basis of the findings of the study, we may conclude that:

1. The adjustment of female secondary school students is significantly better than that of male secondary school students.
2. The adjustment of secondary school students from joint families is significantly better than that of students belonging to nuclear families.
3. The adjustment of secondary school students belonging to English medium schools is significantly better than that of students belonging to Gujarati medium schools.

## EDUCATIONAL IMPLICATIONS

The findings of the present indicate that there exist significant differences between the secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Since these differences are found to be highly significant in all the areas of adjustment under study i.e. emotional, social as well as educational, there seems to be an urgent need to improve the situation. This calls for priority based action on the part of academicians, policy makers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the secondary school students. The secondary school students are at a very precarious stage of their lives wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of their adjustment abilities. All the concerned stakeholders ought to chalk out a plan of action whereby the adjustment skills are honed and differences arising due to various demographic factors are minimized.

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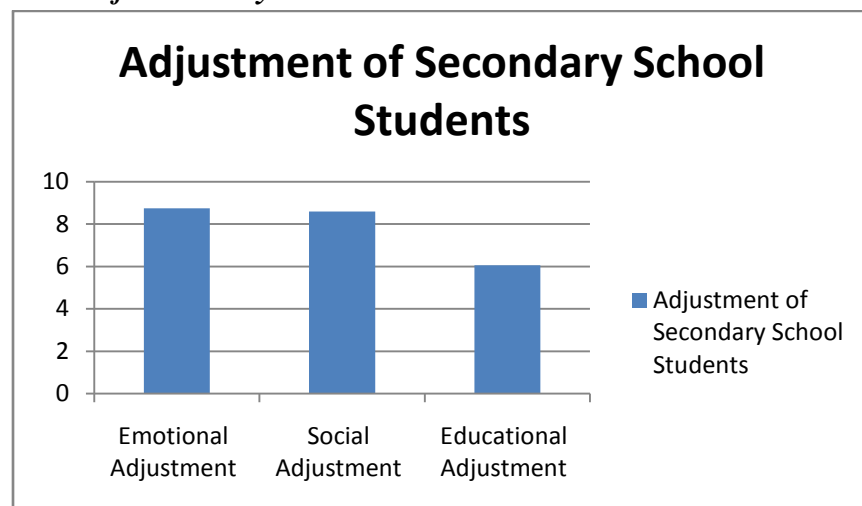


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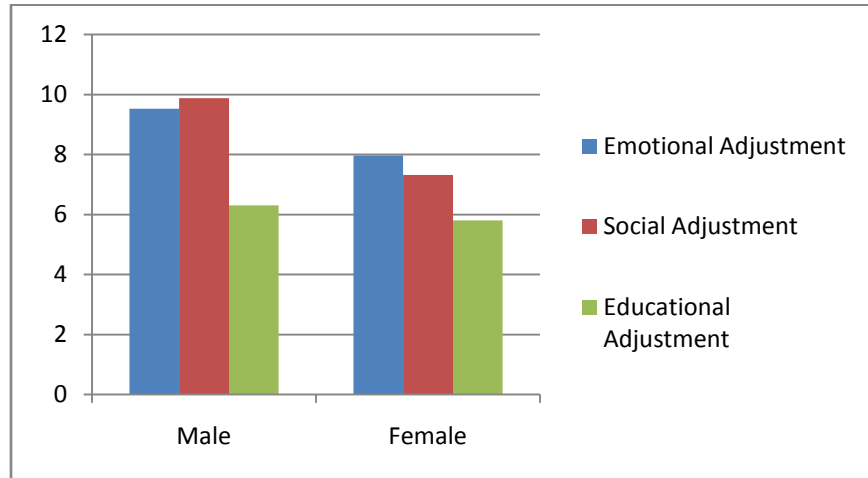
## CHARTS

*Chart: 1 Adjustment of Secondary School Students*

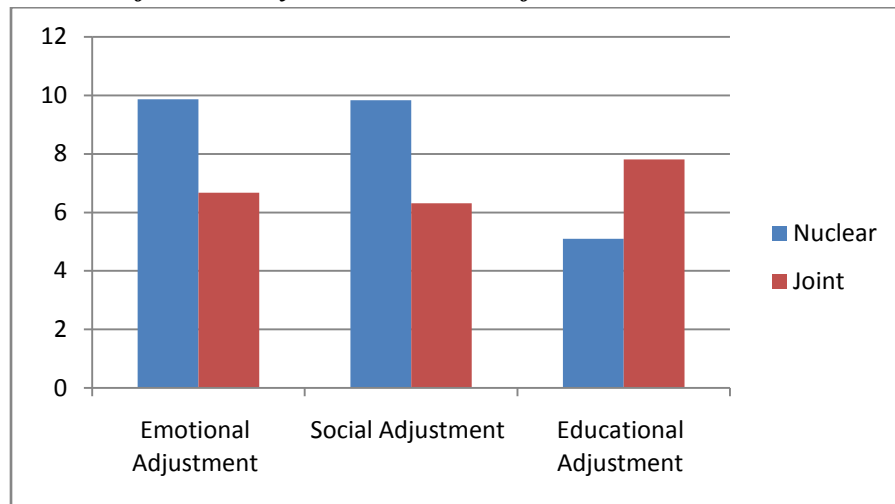


## ADJUSTMENT OF SECONDARY SCHOOL STUDENTS

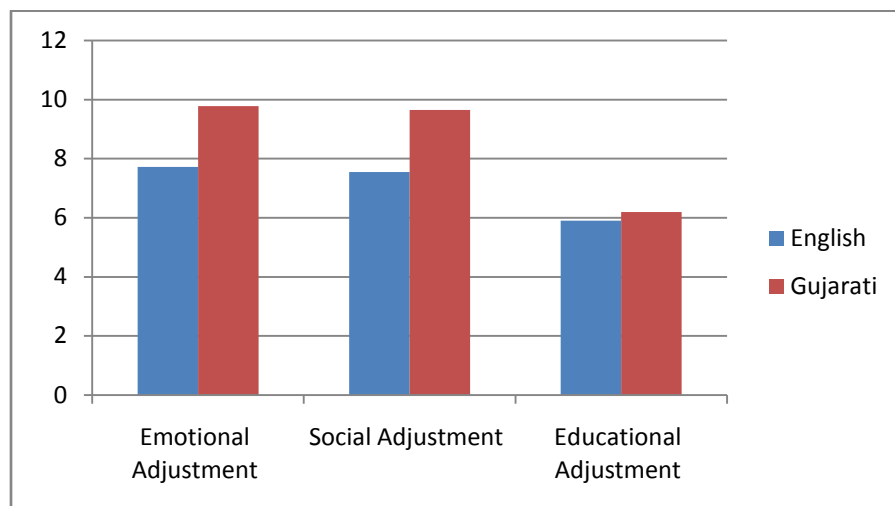
**Chart: 2 Adjustments of Male and Female Secondary School Students**



**Chart: 3 Adjustments of Secondary School Students from Nuclear and Joint Families**



**Chart: 4 Adjustment of Secondary School Students from English and Gujarati medium Schools**



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## A COMPARATIVE STUDY OF INSECURITY AMONG HINDU AND MUSLIM COLLEGE STUDENTS

Dr. Sandipkumar N. Patel<sup>1\*</sup>

**KEYWORDS:** Insecurity, Hindu, Muslim, Students

### INTRODUCTION:

*'Insecurity is a lack of self-worth, a doubt and uncertainty, and feeling of not measuring up to society's standards'*. It is often subconscious, and is thought to drive afflicted individuals to overcompensate, resulting either in spectacular achievement or extreme antisocial behaviour. The term was coined to indicate a lack of covert self esteem. For many, it is developed through a combination of genetic personality characteristics and personal experiences.

Research on the psychological consequences of Insecurity is reviewed, showing that insecurity reduces psychological well-being and satisfaction, and increases psychosomatic complaints and physical strains. Next, three additional research questions are addressed, since these questions did not receive much attention in previous research.

### AIMS AND OBJECTIVES

1. To measure the degree of Insecurity in Hindu and Muslim community
2. To measure the degree of Insecurity in Arts and Science students
3. To measure the degree of Insecurity in Boys and Girls
4. To compare the degree of Insecurity in Hindu and Muslim community
5. To compare the degree of Insecurity in Arts and Science students
6. To compare the degree of Insecurity in Boys and Girls

### HYPOTHESIS

- Ho1: Interaction of Community, Education stream and Gender has no significant effect on the Aggression
- Ho2: 'There is no significant difference between the mean of insecurity among the Hindu and Muslim community students
- Ho3: 'There is no significant difference between the mean of insecurity among the science and arts student

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<sup>1</sup> Lecturer, Nalini Arts College, Vallbh Vidyanagar, Gujarat, India

\*Responding Author

## A COMPARATIVE STUDY OF INSECURITY AMONG HINDU AND MUSLIM COLLEGE STUDENTS

Ho4: ‘There is no significant difference between the mean of insecurity among the girls and boys student

Ho5: Interaction of community and education stream has no significant effect on the insecurity.

Ho6: Interaction of community and Gender has no significant effect on the insecurity.

Ho7: Interaction of Education and Gender has no significant effect on the insecurity.

Ho8: Interaction of Community, Education stream and Gender has no significant effect on the insecurity.

*Sample categorized as under:*

Hindu	Arts	Boys	40	80	160	320
		Girls	40			
	Science	Boys	40	80		
		Girls	40			
Muslim	Arts	Boys	40	80	160	
		Girls	40			
	Science	Boys	40	80		
		Girls	40			

### 5. Research Design (2x2x2) Factorial Design

Source	A1		A2		Total
	B1	B2	B1	B2	
<b>C1</b>	40	40	40	40	160
<b>C2</b>	40	40	40	40	160
<b>Total sample</b>	80	80	80	80	320

#### *Clarification of above classification*

- A. Community
  - A1- Hindu community
  - A2- Muslim community
- B. Education
  - B1-Arts faculty
  - B2- Science faculty
- C. Gender
  - C1- Girls
  - C2- Boys

#### *Tool used in the present study*

1. Insecurity scale Developed by Dr. Bina Shah

#### *Variable*

##### **A. Independent Variables**

**Community**      Hindu and Muslim

**Education** Arts and Science stream.

**Gender** Boys and Girls

**B. Dependent Variables**

- Aggression
- Insecurity
- Personality trait

**C. Control Variables**

- Equal numbers of gender
- Same time for all experiments (Test time)
- Same test will be given to all students
- Same method will be used for data analysis
- Age limit taken: 18-25 years
- Only undergraduate (UG) students will be taken in account

**Methods of Data Analysis**

The collected data were analyzed by  $2 \times 2 \times 2$  Factorial. F-test ANOVA was used for statistical analysis of data. The difference in mean is counted for each independent factor. The value of mean and their graphs were taken in account to analyze raw data.

**RESULT:**

**Dependent Variable:- Insecurity**

*Summery of ANOVA ( $2 \times 2 \times 2$ ) analysis of community, education stream and gender context insecurity (Level of Significant  $0.05 < 3.87$  and  $0.01 < 6.72$ )*

Source of Variation	Sum of Squares	Df	Mean Sum of Squares	F Value	Level of Sig
Community (A)	948.753	1	948.753	3.61	N.S
Stream (b)	1212.903	1	1212.903	4.62	0.05
Gender (C)	729.028	1	729.028	2.77	N.S
AxB	2570.778	1	2570.778	9.80	0.01
AxC	9127.128	1	9127.128	34.78	0.01
BxC	1509.453	1	1509.453	5.75	0.05
AxBxC	166.753	1	166.775	.636	N.S
Error	81867.575	312	262.396		
Total	4206617.00	320			
T.S.S.	98132.372	319			

**Type of community and insecurity**

To know that, is there any difference in mean of insecurity between the Hindu and Muslim community, the null hypothesis was constructed previously.

**‘There is no significant difference between the mean of insecurity among the Hindu and Muslim community students**

The means of insecurity of Hindu and Muslim community student are 115.03 and 111.58. The difference between means is 3.45. This is very high. It also shows that the F- value of between type of community and insecurity is 3.61. Here, on the basis of the obtained results, the null hypothesis is accepted and there is no significant difference is observed between the insecurity between the Muslim and Hindu community student.

#### **Education stream and insecurity**

To know that, is there any difference in mean of insecurity between the science and arts student, the null hypothesis was constructed previously.

**‘There is no significant difference between the mean of insecurity among the science and arts student**

Insecurity of the science and arts student are 111.36 and 115.25. The difference between mean is 3.89. It also shows that the F- value of between type of community and insecurity is 4.62. This value is significant with the p-value 0.05. Here, on the basis of the obtained results, the null hypothesis is rejected and there is the significant difference is observed between the insecurity between the science and arts student.

#### **Gender and insecurity**

To know that, is there any difference in mean of insecurity between the girls and boys student, the null hypothesis was constructed previously.

**‘There is no significant difference between the mean of insecurity among the girls and boys student**

Insecurity of the girls and boys student are 114.81 and 111.80. The difference between mean is 3.01. It also shows that the F- value of between type of community and insecurity 2.77. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis is accepted and there is no significant difference is observed between the insecurity between the girls and boys student.

#### **Effect of Interaction between Community and Education stream on insecurity (AxB)**

To know that, is there any effect of interaction of community and education stream on the mean of insecurity, the null hypothesis was constructed previously.

#### **Interaction of community and education stream has no significant effect on the insecurity.**

The F- value for the interaction of community and education stream on the mean of insecurity is 9.80. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis is rejected and there is the significant effect of interaction of community and education stream on the insecurity.

**Effect of Interaction between Community and Gender on insecurity (AxC)**

To know that, is there any effect of interaction of community and Gender on the mean of insecurity, the null hypothesis was constructed previously.

**Interaction of community and Gender has no significant effect on the insecurity.**

The F- value for the interaction of community and Gender on the mean of insecurity is 34.78. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis is rejected and there is the significant effect of interaction of community and gender on the insecurity.

**Effect of Interaction between Education and Gender on insecurity (BxC)**

To know that, is there any effect of interaction of Education and Gender on the mean of insecurity, the null hypothesis was constructed previously.

**Interaction of Education and Gender has no significant effect on the insecurity.**

The F- value for the interaction of Education and Gender on the mean of insecurity is 5.75. This value is significant with the p-value 0.05. Here, on the basis of the obtained results, the null hypothesis is rejected and there is the significant effect of interaction of Education and Gender on the insecurity.

**Effect of Interaction between Community, Education stream and Gender on insecurity (AxBxC)**

To know that, is there any effect of interaction of Community, Education stream and Gender on the mean of insecurity, the null hypothesis was constructed previously.

**Interaction of Community, Education stream and Gender has no significant effect on the insecurity.**

The F- value for the interaction of Community, Education stream and Gender on the mean of insecurity is 0.636. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis is accepted and there is no significant effect of interaction of Community, Education stream and Gender on the insecurity.

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## A STUDY OF ATTITUDE TOWARDS ICT OF OFFICE OF COMMERCIAL AFFAIR'S EMPLOYEES

Sunanta Noipitak<sup>1\*</sup>

### ABSTRACT:

*ICT is stand for Information and communication technologies. ICT created changes in all aspects of society and human life. ICT bring people to enter the era of globalization where changes take place in the working practices which requires extra ICT skill from the employees. Therefore, it is needed for employees to have positive attitude towards ICT. Employees must decrease the anxiety, raise the self-confidence, have good perceptions of usefulness and prepared for the change relevant to the evolution of ICT changes. By realizing the current situation of the attitude towards ICT, it will lead employees to the new practices in the working process and impact to the accomplishment of organizational achievement and the desired goals. The present study was design to investigate the attitude towards ICT in a sample of 1,285 commercial affair's employees in the year 2014-2015. Using the scale which measures the attitude towards ICT of commercial affair's employees, the data was obtained. The descriptive statistics were used for data analysis i.e. percentage (%), mean (  $\bar{X}$  ), standard Deviation (S.D.). The analysis of Variance (ANOVA) was used to test the difference between mean scores of attitude towards ICT of commercial affair's employees belonging to different age-groups, educational qualification and work experience. The t-test was used to test the difference between mean scores of attitude towards ICT of male and female commercial affair's employees. Through the careful analysis, it was found that the total mean score of attitude towards ICT of commercial affair's employees was at high level. The "ICT anxiety" obtained the highest mean scores on attitude towards ICT which was at high level. The "ICT usefulness" obtained the second rank of mean scores on the attitude towards ICT which was at high level. The "ICT liking" obtained the third rank of mean score on the attitude towards ICT which was at moderate level. The "ICT confidence" obtained the lowest mean scores on the attitude towards ICT which was at moderate level. Sex did not effect on the mean score of attitude towards ICT of commercial affair's employees whereas age-group, educational qualification, and work experience did effect on the mean score of the attitude towards ICT of commercial affair's employees. It is to be suggested that the commercial affair's employees having older aged, lower level of educational qualification, and more years of work experience, both male and female should be encouraged to use ICT regularly for their work assignments. In the process of*

<sup>1</sup> Provincial Commercial Officer, Nonthaburi, Thailand

\*Responding Author

*recruitment, the employees who are going to join the work should be required the ICT literacy. Ministry of Commercial Affairs should ensure provision and maintenance of infrastructural facilities necessary for ICT development in ICT Master Plan such as reliable supply of electricity, telecommunications and transport.*

**KEYWORDS:** Attitude Towards ICT, ICT Anxiety, ICT Confidence, ICT Liking, ICT Usefulness, Commercial Affairs Employees.

## **INTRODUCTION:**

Information and communication technologies (ICT) are now changing at a rapid rate in all aspects of society and have effected many areas of human life. The effects of ICT have produced a shift in information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. The rise of new cultural imperialism is shaping current and future citizens of the world into 'global citizens'. As ICT have created change on the working process, the nature of work is more complex and the demand is also for new type of ICT worker that is for one who is able to deal with ICT in his/her daily work. ICT is considered to be the expectations of people to function in the new world economy.

Since ICT have greatly influenced in the new era, employees in every unit of work have become an urgent issue across the globe to meet the demands of new skills-based economy (Barone & Hagner, 2001). The ICT had created the new trend of performing the work. As the people enter the era of globalization where changes take place, the work of employee differs from that of the past years and now in terms of technological advancement. For instance, the changes of working practice, advance technology are used in workplaces. It requires extra ICT skill from the employees thus contributing to the increment of workload. Therefore, today, more concern is stressed on the role of employees to ensure the ICT utilization. All these show that employee's work is never the same as time goes by, and it should be considered the factors of the changes, the highlight of the employee's roles and an overview of a changing world that affect working system.

Based on the above discussions, it is needed for employees to have positive attitude towards ICT and attitude towards ICT must be continued to develop in tandem with the current development in the world of technologies changes (Omar et al, 2011). Employees must decrease the anxiety, raise the self-confidence, have good perceptions of usefulness and prepared for the change relevant to the evolution of ICT changes. By realizing the current situation of the attitude towards ICT (i.e. ICT anxiety, ICT confidence, ICT liking and ICT usefulness); it will lead employees to the new practices in the working process and impact to the accomplishment of organizational achievement and the desired goals.

In the present situation, there are still limited to the employees' skills to use ICT. It means that there is a gap in the use of ICT among the government officers. Successful introduction of e-government services using ICT is largely a matter of perception and attitude of employees. If the

correct attitudes are not developed among employees, it is unlikely to evolve successful ICT system even if other facilities and conditions are fulfilled adequately. The results of this study provide the clear picture about overall attitude of office of commercial affair's employees regarding to ICT anxiety, ICT confidence, ICT liking, and ICT usefulness. It is hoped that the results here could be used as basis for improving, encouraging, promoting, and supporting the ICT skills of commercial affair's employees.

## LITERATURE REVIEW

ICT stands for information and communication technologies. It is a "diverse set of technological tools that facilitate by electronic means, the acquisition, hard ware and software, network and media use of communication, storage, retrieval, manipulate, processing, transmission, and disseminating of information in all forms including voice, text, data, graphics and video. It provides access to focus on information through telecommunications which includes the Internet, wireless networks, cell phones, and other communication mediums.

Attitude towards ICT refers to the expression of favour or disfavour, like or dislike towards ICT response by commercial affair's employees. There are four aspects of attitude towards ICT i.e. (1) ICT anxiety (2) ICT confidence, (3) ICT liking, and (4) ICT usefulness (Loyd and Gressard, 1984).

**(1) ICT anxiety** refers to the fear of ICT or the tendency of a person to be uneasy, apprehensive, phobic, worry, uneasiness, and dread towards current or future use of ICT. It is a strong and unpleasant feeling of nervousness or distress in response to a fear, dislike, and lack of confidence regarding the use of ICT and often accompanied by psychological effects such as nausea, trembling, breathlessness, sweating, and rapid heartbeat. ICT anxiety has been associated with decrease use or worse and avoidance of using ICT.

**(2.) ICT confidence** refers to the ability or specific type of self-confidence or self-efficacy in people to use ICT. In this study, specific self-confidence is defined as confidence of commercial affair's employees to "mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands". The ICT self-confidence is a belief of one's capability to use ICT and people with little confidence in their ability to use ICT might perform more poorly on ICT-based tasks.

**(3) ICT liking** refers to a person's general feeling of favour or antipathy with work excitement express creativity, receptivity to learn, and have the ability to see opportunity in improving ICT skills. It also concerns to liking or enjoying of people to work with ICT in order to solve problems and adopt the new types of ICT.

**(4) ICT usefulness** refers to the degree of perceived usefulness of a person which influences frequency of ICT usage and the efficient and effective of using ICT in the workplace. The ICT usefulness is measured from the frequency, amount of time, ways in which the user uses ICT, and the strong positive influence on ICT utilization.

## **OBJECTIVES OF THE STUDY**

The objectives of this study were determined as follow:

- (1) To study the attitude towards ICT (i.e. ICT anxiety, ICT confidence, ICT liking and ICT usefulness) of commercial affair's employees.
- (2) To study the difference of attitude towards ICT (i.e. ICT anxiety, ICT confidence, ICT liking and ICT usefulness) of commercial affair's employees belonging to different groups of variables (i.e. sex, age, educational qualification, and work experience).

## **VARIABLES OF THE STUDY**

The independent variables of this study consisted of sex, age, educational qualification and work experience whereas the attitudes of commercial affair's employees towards ICT which include four aspects i.e. ICT anxiety, ICT confidence, ICT liking, and ICT usefulness were the dependent variables.

## **RESEARCH QUESTIONS**

The researcher notes two main research questions for this study

- (1) What is the level of attitude towards ICT (i.e. ICT anxiety, ICT confidence, ICT liking, and ICT usefulness) of commercial affair's employees in total group of sample and classified by different groups of variables (i.e. sex, age, educational qualification and work experience)?
- (2) Is there the significant difference between mean scores of attitude towards ICT (i.e. ICT anxiety, ICT confidence, ICT liking, and ICT usefulness) of commercial affair's employees belonging to different groups of variables (i.e. sex, age, educational qualification, and work experience)?

## **HYPOTHESES OF THE STUDY**

For the hypotheses of the study, it was framed that there will be no significant difference between mean scores of attitude towards ICT in total score and in different aspects (i.e. ICT anxiety, ICT confidence, ICT liking, and ICT usefulness) of commercial affair's employees belonging to different groups of variables (i.e. sex, age, educational qualification, and work experience).

## **RESEARCH DESIGN**

This research was mainly interested in finding out the attitude towards ICT of commercial affair's employees. To fulfill the objectives of the study, the researcher decided to make use of the descriptive research (survey method) in order to obtain the data to arrive at proper results of the study. The description is used for frequencies, averages, standard deviation, t-test and F-test statistical calculations.

## **RESEARCH INSTRUMENT**

The researcher made use of the tool in form of the five points Likert scale. The scale which measures the attitude towards ICT of commercial affair's employees consisted of 100 statements

and divided into 4 aspects i.e. ICT anxiety, ICT confidence, ICT liking, and ICT usefulness. Each statement in the scale which measures the attitude towards ICT of commercial affair's employees has five levels of agreement i.e. "Strongly agree", "Agree", "Uncertain", "Disagree", and "Strongly disagree". The Item-Test Correlation ( $r_{xy}$ ) was applied for establishment validity of the scale which measures the attitude towards ICT. This tool obtained the validity index ( $r_{xy}$  value) between 0.61 - 0.83 which indicated excellence level. *t-test* was used to establish the discrimination index of the tool. It was found that the scale which measures the attitude towards ICT obtained the *t-value* greater than 1.96 which given statements differentiated between upper group and lower group. Test-retest method by Pearson Product Moment Co-efficient Correlation ( $r_{xy}$ ) was used to establish the reliability of the tool. The scale which measures the attitude towards ICT was found the correlation efficient ( $r_{xy}$ ) = 0.91.

### POPULATIONS AND SAMPLE

Population of the present study was the commercial affair's employees in Thailand in the year 2014-2015. 1,285 commercial affair's employees were selected by stratified random sampling method to be the sample of the study.

### TECHNIQUE OF ANALYSIS OF DATA

The descriptive statistics were used for data analysis i.e. percentage (%), mean ( $\bar{X}$ ), and standard deviation (S.D.). The ANOVA (Analysis of Variance) was used to test the difference between mean scores of attitude towards ICT rated by commercial affair's employees belonging to different age-groups, educational qualification, and work experience. *t-test* (independent) was used to test the difference between mean scores of attitude towards ICT rated by male and female commercial affair's employees.

### MAJOR FINDINGS

The results of the study were found as follow:

- (1) The total mean score of attitude towards ICT of commercial affair's employees was at high level.
- (2) The mean scores of attitude towards ICT Anxiety and ICT Usefulness rated by male and female commercial affair's employees were at high level. The mean scores of attitude towards ICT Confidence and ICT liking rated by male and female commercial affair's employees was at moderate level.
- (3) There was no significant difference between mean scores of attitude towards ICT rated by male and female commercial affair's employees.
- (4) The total mean score of attitude towards ICT rated by commercial affair's employees belonging to 21-30 years of age-group was at high level whereas that of the commercial affair's

employees belonging to 31-40 years, 41-50 years and 51-60 years of age-groups were at high, moderate and moderate level.

(5) The mean score of attitude towards ICT Anxiety rated by commercial affair's employees belonging to 21-30 years of age-group was at moderate level whereas that of the commercial affair's employees belonging to 31-40 years, 41-50 years and 51-60 years of age-groups were at high, high and high level.

(6) The mean score of attitude towards ICT Confidence rated by commercial affair's employees belonging to 21-30 years of age-group was at moderate level whereas that of the commercial affair's employees belonging to 31-40 years, 41-50 years and 51-60 years of age-groups were at moderate, low and low level.

(7) The mean score of attitude towards ICT Liking rated by commercial affair's employees belonging to 21-30 years of age-group was at high level whereas that of the commercial affair's employees belonging to 31-40 years, 41-50 years and 51-60 years of age-groups were at high, moderate and moderate level.

(8) The mean score of the attitude towards ICT Usefulness rated by commercial affair's employees belonging to 21-30 years of age-group was at high level whereas that of the commercial affair's employees belonging to 31-40 years, 41-50 years and 51-60 years of age-groups were at high, high and high level.

(9) There was the significant difference between mean scores of attitude towards ICT rated by commercial affair's employees belonging to different age-groups. The mean scores of attitude towards ICT (total score, ICT Confidence, ICT Liking, and ICT Usefulness) rated by commercial affair's employees with younger age have greater value than that of commercial affair's employees with older age. The mean score of attitude towards ICT Anxiety rated by commercial affair's employees with younger age has smaller value than that of the commercial affair's employees with older age.

(10) The total mean score of attitude towards ICT rated by commercial affair's employees belonging to lower than bachelor degree group of educational qualification was at moderate level whereas that of the commercial affair's employees belonging to bachelor degree and master degree onwards group of educational qualification were at high and high level.

(11) The mean score of attitude towards ICT Anxiety rated by commercial affair's employees belonging to lower than bachelor degree group of educational qualification was at high level whereas that of the commercial affair's employees belonging to bachelor degree and master degree onwards group of educational qualification were at high and moderate level.

(12) The mean score of attitude towards ICT Confidence rated by commercial affair's employees belonging to lower than bachelor degree group of educational qualification was at low level

whereas that of the commercial affair's employees belonging to bachelor degree and master degree onwards group of educational qualification were at moderate and high level.

(13) The mean score of attitude towards ICT Liking rated by commercial affair's employees belonging to lower than bachelor degree group of educational qualification was at moderate level whereas that of the commercial affair's employees belonging to bachelor degree and master degree onwards group of educational qualification were at moderate and high level.

(14) The mean score of attitude towards ICT Usefulness rated by commercial affair's employees belonging to lower than bachelor degree group of educational qualification was at high level whereas that of the commercial affair's employees belonging to bachelor degree and master degree onwards group of educational qualification were at high and high level.

(15) There was the significant difference between mean scores of attitude towards ICT rated by commercial affair's employees belonging to different levels of educational qualification. The mean scores of attitude towards ICT (total score, ICT Confidence, ICT Liking, and ICT Usefulness) rated by commercial affair's employees belonging to lower than bachelor degree group have smaller value than that of the commercial affair's employees belonging to bachelor degree, and master degree onwards. The mean score of the attitude towards ICT Anxiety rated by commercial affair's employees belonging to lower than bachelor degree group has greater value than that of the commercial affair's employees belonging to bachelor degree, and master degree onwards.

(16) The total mean score of attitude towards ICT rated by commercial affair's employees belonging to 1-10 years of work experience was at high level whereas that of the commercial affair's employees belonging to 11-20 years, 21-30 years and 31-40 years of work experience were at high, moderate and moderate level.

(17) The mean score of attitude towards ICT Anxiety rated by commercial affair's employees belonging to 1-10 years of work experience was at moderate level whereas that of the commercial affair's employees belonging to 11-20 years, 21-30 years and 31-40 years of work experience were at high, high and high level.

(18) The mean score of attitude towards ICT Confidence rated by commercial affair's employees belonging to 1-10 years of work experience was at moderate level whereas that of the commercial affair's employees belonging to 11-20 years, 21-30 years and 31-40 years of work experience were at moderate, low and low level.

(19) The mean score of attitude towards ICT Liking rated by commercial affair's employees belonging to 1-10 years of work experience was at high level whereas that of the commercial affair's employees belonging to 11-20 years, 21-30 years and 31-40 years of work experience were at high, moderate and low level.

(20) The mean score of attitude towards ICT Usefulness rated by commercial affair's employees belonging to 1-10 years of work experience was at high level whereas that of the commercial affair's employees belonging to 11-20 years, 21-30 years and 31-40 years of work experience were at high, high and high level.

(21) There was the significant difference between mean scores of attitude towards ICT rated by commercial affair's employees belonging to different years of work experience.

The mean scores of attitude towards ICT (total score, ICT Confidence, ICT Liking, and ICT Usefulness) rated by commercial affair's employees with less years of work experience have greater value than that of the commercial affair's employees with more years of work experience. The mean score of the attitude towards ICT Anxiety rated by commercial affair's employees with less years of work experience has smaller value than that of the commercial affair's employees with more years of work experience.

## **CONCLUSIONS**

It can be concluded that the total mean score of attitude towards ICT of commercial affair's employees was at high level. The "ICT anxiety" obtained the highest mean scores on attitude towards ICT which was at high level. The "ICT usefulness" obtained the second rank of mean scores on the attitude towards ICT which was at high level. The "ICT liking" obtained the third rank of mean score on the attitude towards ICT which was at moderate level. The "ICT confidence" obtained the lowest mean scores on the attitude towards ICT which was at moderate level.

Sex did not effect on the mean score of attitude towards ICT of commercial affair's employees whereas age-group, educational qualification, and work experience did effect on the mean score of the attitude towards ICT of commercial affair's employees.

It is to suggested that the commercial affair's employees having older aged, lower level of educational qualification, more years of work experience, both male and female should be encouraged to use ICT regularly for their work assignments. They should be encouraged to acquire their current ICT skills and knowledge and participate in training opportunities, and ICT development activities. This is because ICT training and development play a crucial role in creating an ideal atmosphere for ICT orientation of employees to evolve their attitudes favoring ICT amenities. This would certainly reduce the ICT anxiety of employees.

In the process of recruitment, the employees who are going to join the work should be required the ICT literacy. One may conclude that the employees should increase their ICT literacy and consequently improving attitudes toward ICT. Strong motivation and mobilization programmes should be carried out in respective organizations to improve the willingness of employees to adopt ICT based tasks. This should be implemented as an essential component of all types of programmes introduce in the organizations. Some programmes can be used to consult the



employees' ICT skills and fine tune proposed interventions for successful implementation. The programmes should highlighting advantage and benefits of ICT utilization.

Ministry of Commercial Affairs should ensure provision and maintenance of infrastructural facilities necessary for ICT development in ICT Master Plan such as reliable supply of electricity, telecommunications and transport. Government should Promote and support the systematic, relevant and sustainable development of ICT and solve the various problems regarding ICT such as, inadequate communications and power infrastructure, inadequate institutional arrangements, limited financial resources, inadequate public private partnership, limited data management capacity, inadequate horizontal and vertical communication, and inadequate bandwidth nationally.

In the final, it is indicated that new ICT can offer real opportunities to improve the quality of work, bring lot of advantages and great impact for human and business daily life. ICT development is the best choice in helping Thailand to stay in the track, and that is why ICT development is important for Thai's future. The effects of sex, age, educational qualification and work experience influence on attitude towards ICT of commercial affair's employees. The results of this study may be the sources which leads to increase the positive attitude of using ICT in organization, especially, the office of commercial affairs at this digital era.

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## RELATIONSHIP BETWEEN PERSONALITY TRAITS AND WORK EFFECTIVENESS: AN EVIDENCE OF EMPLOYEES IN ELECTRICITY GENERATING AUTHORITY OF THAILAND (EGAT)

Suttichai Juprasertporn<sup>1</sup>

### ABSTRACT:

*Personality plays a key role in organizational behaviour because the way that people think, feel, and behave affects many aspects of the workplace. In the workplace, personality also affects such things as motivation, leadership, performance, and work effectiveness. The more those people understand how personality in organizational behaviour works, the better equipped they are to be effective and accomplish their goals. The present study was designed to investigate the relationship between personality traits and work effectiveness in a sample of 1,026 employees in electricity generating authority of Thailand (EGAT) selected by stratified random sampling method. Using the two tools, the scale which measures the personality traits which based on the Big Five personality traits suggested by Goldberg's five-dimension personality model (1990) and Costa and McCrae's NEO personality inventory (1992) and the scale which measures the work effectiveness which confined to the basic assumption of Fred E. Fiedler's contingency theory (1997), the data was obtained. The descriptive statistics were used for data analysis i.e. percentage (%), mean ( ), and standard deviation (S.D.). The Analysis of Variance was used to test the difference between mean scores of personality traits and the work effectiveness rated by EGAT employees belonging to different groups of age, level education, and work experience. t-test (independent) was used to test the difference between mean scores of the personality traits and the work effectiveness rated by male and female EGAT employees. In order to find out the effect of personality traits on the work effectiveness, the Analysis of Variance was used. The Pearson Product Moment Correlation Co-efficient ( ) was employed for testing the relationship between personality traits and work effectiveness of EGAT employees. Through careful analysis, it was found that personality traits and work effectiveness of EGAT employees was at moderate level. Sex, age, level of education, and work experience did effect on the total mean scores of personality traits. Age, level of education did effect on the total mean scores of work effectiveness of EGAT employees whereas sex did not effect on the total mean score of work effectiveness. Personality trait did effect on the mean scores of work effectiveness. There was*

<sup>1</sup> Director, Mae Moh Power Plant Administration Division, Thailand

\*Responding Author

*the significant positive relationship between personality traits and work effectiveness of EGAT employees.*

**KEYWORDS:** Personality Traits, Work Effectiveness

## **INTRODUCTION:**

The rapid change of globalization suggests that individuals must monitor global activities and take an active role in shaping their work effectiveness. In order to sustain the work effectiveness of organization and individual, knowledge, skills, values, interest and personality traits in human capital is required.

Personality plays a key role in organizational behaviour because the way that people think, feel, and behave affects many aspects of the workplace. In the workplace, personality also affects such things as motivation, leadership, performance, and work effectiveness. The more those people understand how personality in organizational behaviour works, the better equipped they are to be effective and accomplish their goals. Personality influences the people's willingness and ability to learn about the work effectiveness. It also affects the ability to adjust to new social and business environment, and to build successful relationships with employees and business partners. Personality traits are distinguishing qualities or characteristics that are the embodiment of an individual. Positive personality traits lead to achievement of goals and success.

## **LITERATURE REVIEW**

"Personality traits" is a complex of qualities and characteristics or the pattern of thoughts, emotions, and behaviour or acts of one people that is stable across time and many situations and seen as being distinctive to a group, nation, place etc. It is an enduring patterns of perceiving and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts and influence behaviour.

In the present study, personality traits refers to the typical pattern of thinking, feeling, and behaviour that make people unique which based on the Big Five personality traits suggested by Goldberg's five-dimension personality model (1990) and Costa and McCrae's NEO personality inventory (1992).

Contemporary psychologists have identified five core personality factors (the 'Big Five') that predispose people to behave in a certain way of work effectiveness. The Big Five personality factors are:

❖ **Openness to Experience:** It is the degree to which a person is curious, original, intellectual, creative, aesthetic sensitivity and open to new ideas. The people with high scores in openness to experience reflect in a strong intellectual curiosity and a preference for novelty and variety. They

seem to thrive in situations that require flexibility and highly motivated to learn new skills and new things.

❖ **Conscientiousness:** The people with high scores in conscientious tend to be reliable, well-organized, self-disciplined, and careful. Successful conscientiousness tends to have a higher ability to manage complex tasks successfully.

❖ **Extroversion:** It describes the amount of interaction with the external world. Extroverts enjoy being with people, they tend to be action-oriented and are often perceived as being enthusiastic and full of energy. Successful extraversion tends to have a greater natural ease with interacting effectively with colleagues and employees who are of different nationalities.

❖ **Agreeableness:** Agreeable individuals value cooperation, social harmony and getting along with others. Successful agreeableness tends to adjust to an environment more easily, to deal with conflict more effectively, to be less competitive, and to have greater success when working with others group of colleagues.

❖ **Neuroticism or Emotional Stability:** This is the ability to cope with stress. Successful emotional stability tends to be less easily upset, they have a greater ability to cope with unexpected challenges, and they tend not to hold on to negative feelings for a long time.

“Work effectiveness” is the ability to achieve the expected results of work or the degree to which a set of goals or objectives are achieved on specific requirements and the targeted problems are resolved. The indicators of the work effectiveness are focused on measuring the changes in outcomes that reflect the volume of productivity growth.

The work effectiveness in this study was based on the basic assumption of Fred E. Fiedler’s contingency theory (1997). It was classified into two aspects: (1) The “group’s effectiveness” is the ability of employees and employees in working together with good atmosphere in the group beneficial to attain the target of work. (2) The “Individual’s effectiveness” is the ability of each individual in using knowledge and experience to work in order to persuade his staff member to perform the work as targeted.

The Current Study Is Attempted To Investigate The Relationship Between Personality Traits And Work Effectiveness Of Egat Employees. The Results Of The Study Are Expected To Be The Sources Or Information Which May Lead To Increase The Level Of Personality Traits And Work Effectiveness Of Employees In Any Organization. This Study Hopes To Support The Organization In Implementing The Improvement By Identifying Specific Personality Traits That Will Increase The High Level Of Work Effectiveness And Have A Positive Influence On Employees’ Performance And Organizational Productivity.

## OBJECTIVES OF THE STUDY

The major objectives of the current study were to examine as follow:

- (1) To study the personality traits and the work effectiveness of EGAT employees.
- (2) To study the difference between mean scores of personality traits and work effectiveness of EGAT employees belonging to different groups of sex, age, level of education, and work experience
- (3) To study the effect of personality traits on the mean scores of work effectiveness of EGAT employees
- (4) To study the relationship between personality traits and work effectiveness of EGAT employees.

### *Variables Of The Study*

In order to determine the difference between mean scores of personality traits and work effectiveness rated by EGAT employees belonging to independent variables (i.e. sex, age, level of education and work experience), the personality traits and work effectiveness were the dependent variables of the study. For finding out the effect of personality traits on the work effectiveness by studying the difference between mean scores of the work effectiveness rated by EGAT employees belonging to different groups of personality traits, the work effectiveness was the dependent variable of the study.

### *Research Questions*

The researcher notes the following four main researches to be answered:

- (1) What is the level of personality traits and work effectiveness of EGAT employees in total group of sample and classified into different groups of independent variables?
- (2) Is there the significant difference between mean scores of personality traits and work effectiveness rated by EGAT employees belonging to different groups of sex, age, level of education, and work experience?
- (3) Is there the significant effect of personality traits on the work effectiveness of EGAT employees?
- (4) Is there the significant relationship between personality traits and work effectiveness of EGAT employees?

### *Hypotheses Of The Study*

Three main null hypotheses were framed for this study.

- (1) There will be no significant difference between mean scores of personality traits and work effectiveness rated by EGAT employees belonging to different groups of sex, age, level of education, and work experience.
- (2) There will be no significant effect of personality traits on the mean scores of work effectiveness of EGAT employees.

(3) There will be no significant relationship between personality traits and work effectiveness of EGAT employees.

### ***Research Design***

The descriptive research (survey method) was designed to address the level of personality traits and work effectiveness of EGAT employees and to find out the effect of personality traits of EGAT employees on the mean scores of work effectiveness. This study also aimed to examine the relationship between personality traits and work effectiveness of EGAT employees.

### ***Research Instruments***

Two tools were used in this study. The first tool, the scale which measures the personality traits of EGAT employees. It confined to the personality traits which based on the Big Five personality traits suggested by Goldberg's five-dimension personality model (1990) and Costa and McCrae's NEO personality inventory (1992). This tool consisted of 100 statements and divided into five parts. The first 25 statements focus on openness to experience. Statements 26-46 focused on conscientiousness whereas statements 47-68 and statements 69-86 focused extraversion and agreeableness. The final 14 statements are relevant to neuroticism. Each statement has five levels of agreement i.e. "strongly agree" or "agree" or "uncertain" or "disagree" or "strongly disagree".

The second tool, the scale which measures the work effectiveness was constructed by the researcher. It confined to the basic assumption of Fred E. Fiedler's contingency theory (1997). This tool consisted of 80 statements. The first 40 statements concerned to the group's effectiveness whereas the other 40 statements related to the individual's effectiveness. Each statement in the scale has five levels of agreement i.e. "strongly agree" or "agree" or "uncertain" or "disagree" or "strongly disagree".

The Item-Test Correlation ( $r_{xy}$ ) was applied for establishment of validity of the two scales. The scale which measures the personality traits obtained the validity index ( $r_{xy}$  value) between 0.62 - 0.83 whereas the scale which measures the work effectiveness obtained the validity index ( $r_{xy}$  value) between 0.61 - 0.83, which indicated excellence level.

*t*-test was used to establish the discrimination index of the two tools. It was found that the scale which measures the personality traits and the scale which measures the work effectiveness obtained the *t*-value greater than 1.96 which given statements differentiated between upper group and lower group.

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Test-retest method was used to establish the reliability of the tools. The scale which measures the personality traits and the scale which measures the work effectiveness were found the correlation efficient ( $r_{xy}$ ) = 0.90.

### *Population And Sample Of The Study*

Population of the present study was the employees in Electricity Generating Authority of Thailand (EGAT) in the year 2014-2015. 1,026 EGAT employees were selected by stratified random sampling method to be the sample of the study.

### *Data Analysis And Statistics Used*

The descriptive statistics were used for data analysis i.e. percentage (%), mean ( $\bar{X}$ ), and standard deviation (S.D.). The Analysis of Variance (ANOVA) was used to test the difference between mean scores of personality traits and work effectiveness rated by EGAT employees belonging to different groups of age, level education, and work experience. t-test (independent) was used to test the difference between mean scores of the personality traits and the work effectiveness rated by male and female EGAT employees. For finding out the effect of personality traits on work effectiveness of EGAT employees, the Analysis of Variance (ANOVA) was applied. The Pearson Product Moment Correlation Co-efficient ( $r_{xy}$ ) was used for testing the relationship between personality traits and work effectiveness of EGAT employees.

## MAJOR FINDINGS

The results of the present study were found as follow:

(1) The personality traits of EGAT employees was at moderate level.

Sex did effect on the mean score of personality traits of EGAT employees in total score and in the dimensions of openness to experience, conscientiousness, extraversion, and agreeableness. Male employees obtained greater mean score on personality traits than that of female employees. Sex did not effect on the mean score of personality traits of employees in the dimension of neuroticism.

Age, level of education, and work experience did effect on the mean scores of personality traits of employees in total score and indifferent dimensions. The employees with older age obtained greater mean score on personality traits than that of the employees with younger age. The employees with higher level of education obtained greater mean score on personality traits than that of the employees with lower level of education. The employees with more years of work experience obtained greater mean score on personality traits than that of the employees with less years of work experience.

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ELECTRICITY GENERATING AUTHORITY OF THAILAND (EGAT)**

(2) The work effectiveness of EGAT employees was at moderate level.

Sex did not effect on the mean score of work effectiveness of employees in total score and indifferent aspects.

Age, level of education, and work experience did effect on the mean scores of work effectiveness. The employees with older age obtained greater mean score on work effectiveness than that of the employees with younger age. The employees with higher level of education obtained greater mean score on work effectiveness than that of the employees with lower level of education. The employees with more years of work experience obtained greater mean score on work effectiveness than that of the EGAT employees with less years of work experience.

(3) Personality trait did effect on the mean scores of the work effectiveness in total score and in different aspects. The employees belonging to higher group of personality traits obtained greater mean score on work effectiveness in total score and in different aspects than that of the employees belonging to lower group of personality traits.

*Table 1 shows the summary of the results of ANOVA for the work effectiveness rated by EGAT employees belonging to different levels of personality traits*

Source Of Variance	df	Ss	Ms	F-Test
<b>Between Group</b>	2	487.88	243.94	204.99**
<b>Within Group</b>	1023	1214.22	1.19	
<b>Total</b>	1025	1702.10		

F-test significant at 0.05 level of confidence = 2.99

F-test significant at 0.01 level of confidence = 4.60

\*\* = Significant at 0.01 level of confidence

From table 1, it reveals that the *F – ratio* on ANOVA of the work effectiveness rated by EGAT employees belonging to different groups of level of personality traits (i.e. high, moderate, and low) is 204.99 which is significant at 0.01 level of confidence. Hence, it can be concluded that personality traits do effect on the mean score of the work effectiveness of EGAT employees.

(4) There was the significant positive relationship between personality traits and work effectiveness in total score and in different aspects. The sign of the correlation coefficient shows that if the personality traits increase, the work effectiveness in total score and in different aspects also increases. On the other hand, if the personality traits decrease, the work effectiveness in total score and in different aspects also decreases.



## **CONCLUSIONS**

The results of the present study show that the personality traits has been considered as an important factor related the work effectiveness. The right personality traits can provide the better effectiveness in organization. It is to be suggested that EGAT employees are needed to be improved their personality traits into a high level. The employees with younger age, low level of education, and less year of work experience should be focused for the improvement of the higher level of personality traits.

In order to improve the degree of openness of experience, EGAT employees should be encouraged to create the new and different ideas, actions, feelings, and values. EGAT employees should be improved the degree to which they are organized, systematic, punctual, achievement-oriented, and dependable for the better level of conscientiousness.

If EGAT employees want to be highly on the extraversion, they should be improved the degree to which they are outgoing, talkative, sociable, and enjoys socializing. EGAT employees should be encouraged to improve to the high degree of agreeableness who are the person with affable, tolerant, sensitive, trusting, kind, and warm.

Finally, EGAT employees should be developed to high degree of emotion stability who are the person with low in anxious, irritable, temperamental, and moody.

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## A STUDY OF MULTIPLE INTELLIGENCES OF SECONDARY SCHOOL STUDENTS OF GUJARAT STATE

Dr. Sanjay Kumar M. Gupta<sup>1\*</sup>

### ABSTRACT:

*Every child is unique and no child is waste product as GOD is the creator of all. HE. Yet our education system stratifies them into bright, average and poor. This stratification leads to underutilization of inherent potential of the learners. Consequently, it leads to underutilization of human resources. Hence, in order to understand the learners from their inherited inclinations, the researches has undertaken this study entitled "A Study of Multiple Intelligences of Secondary School Students of Gujarat State". To do so, multiple intelligence scale was constructed and administered on the 4417 students of Gujarat State including 1729 girls and 2688 boys. It was found that students differ significant on various intelligences and gender as well.*

**KEYWORDS:** Multiple Intelligences, Interpersonal, Intrapersonal, Linguistic, Logical-Mathematical, Naturalist, Spatial, Bodily-kinesthetic and musical intelligence

### INTRODUCTION:

It is a universal truth that every child is unique, even twins are not alike because God doesn't repeat HIS creation. However, our education system offers teaching and learning in similar ways irrespective of these individual distinctiveness.

Gardiner (1999) emphasized on diversity of students' intelligence and acknowledged that every child possesses inborn creativity, but many children lose interest in learning due to rigid educational curriculum that only focuses on Verbal/Linguistic and Logical-Mathematical intelligence. In order to allow each child to develop his/her unique potential, educators should be able to look at the inner world of children. It would be possible if learners' inherent intelligences can be understood

Hence, the investigator has conducted this study on *Multiple Intelligences* so that students can be classified in accordance with their diversified intelligences.

It may help learners to reduce time, money and efforts wasted over irrelevant courses, and choose the right career path/ course to study and develop his or her core competencies.

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<sup>1</sup> Lecturer in Selection Grade, Dept of Education, Kadi Sarva Vishwavidyalaya, Gandhinagar- Gujarat

\*Responding Author

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Besides, this study provides basis to government/policy makers for policy formation, decision making and forward planning, curriculum developers for incorporating appropriate pedagogy in curriculum, teachers in planning their learning experiences, and creating cohesive yet diverse classroom environment, researchers in exploring individual potential of learners and provide basis for their development, parents in nurturing their children in accordance with the natural tendencies, schools to understand the outcome of their inputs etc. Hence, this study entitled “A Study of Multiple Intelligences of Secondary School Students of Gujarat State” has been carried out.

## **OVERVIEW OF PREVIOUS RESEARCHES**

While reviewing the previous researches on multiple intelligences, researcher found some Indian and some overseas studies regarding multiple intelligences. The gist of these studies is presented here.

- The research work of Gogebakan, Derya (2003) showed that in male students, logical-mathematical and Bodily Kinesthetic intelligence was higher than female students' whereas in female students' Musical intelligence was higher than male students'.
- The Linguistic intelligence of female was higher. Girl students were higher in the Intrapersonal Intelligence and boys students were higher in Spatial intelligence in the study of Hassan-Pasha Sharifi (2005).
- Male preferred learning activities involving logical and mathematical intelligences, whereas females preferred learning activities involving Intrapersonal intelligence according to the study of Loori A (2005).
- There was effect of gender on the Multiple Intelligences according to the study of Seyyed Ayatollah Razmjoo (2008).
- Logical – Mathematical Intelligence of Lebanese male students were higher than the female students, where as in the Indian sample, the Females scored higher on Logical – Mathematical Intelligence than the male according to the study of Ramzi Nasser, Sushila Singhal and Kamal Abouchedid (2008).
- Linguistic and Musical intelligence of girls took slight lead whereas boys were ahead of girls in logical and Bodily-Kinesthetic intelligence in the study of Gurpreet Kaur and Sudha Chhikara (2008).
- In the study of Jose; Agnes (2011) there was significant difference in Bodily-Kinesthetic intelligence of low achievers and high achievers but no significant difference in the gender wise comparison was observed.
- Female students were superior to male students in Musical intelligence. Male students were superior to Female students in Naturalist Intelligence. Rural students were superior to urban students in Interpersonal Intelligence. Rural students were superior to urban students in Musical intelligence in the study of Ashok G. Chanchu (2012).
- Other studies were conducted by Sharma pooja, Joshi Krishna, Yadav Anju, Kumari Pooja, Kshatriya Vandana, Majee Chandan (2014). They found that Multiple Intelligences based teaching strategies were more effective than conventional teaching strategies on academic achievement of students.

## OPERATIONAL DEFINITIONS OF KEY TERMS

### *Multiple Intelligences:*

Multiple intelligence refers to the scores obtained on self constructed Multiple Intelligence scale. It covered the statements on eight intelligences given by Gardiner H. (1993). These intelligences were: Linguistic Intelligence, Logical-Mathematical intelligence, Spatial intelligence, Bodily-kinesthetic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalist intelligence.

## DELIMITATIONS

### *Following were the delimitations of the present study:*

The study was delimited to the students of Std. IX & X of English Medium Schools of Gujarat State.

### *Variables under Study*

*The variables undertaken in the present study were as given below:*

#### **a. Dependent Variables:**

##### **1. Multiple Intelligences**

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| i. Interpersonal intelligence        | ii. Intrapersonal intelligence        |
| iii. Linguistic Intelligence         | iv. Logical-Mathematical intelligence |
| v. Naturalist intelligence           | vi. Spatial intelligence              |
| vii. Bodily-kinesthetic intelligence | viii. Musical intelligence            |

#### **b. Independent Variables:**

1. Gender - *Male and Female*

#### **c. Control Variables:**

1. Gujarat State
2. English Medium Schools
3. Standard IX & X Students and Teachers

## OBJECTIVES

*The study was carried out to realize following objectives.*

1. To assess Multiple Intelligences of secondary school students
2. To compare mean scores of boys and girls students on various intelligences.

### *Hypotheses*

1. There is no significant difference in mean scores of **Interpersonal** intelligence of boys and girls studying in secondary schools.
2. There is no significant difference in mean scores of **Intrapersonal** intelligence of boys and girls studying in secondary schools.

3. There is no significant difference in mean scores of **Linguistic intelligence** of boys and girls studying in secondary schools.
4. There is no significant difference in mean scores of **Logical-Mathematical intelligence** boys and girls studying in secondary schools.
5. There is no significant difference in mean scores of **Naturalist** intelligence of boys and girls studying in secondary schools.
6. There is no significant difference in mean scores of **Spatial** intelligence of boys and girls studying in secondary schools.
7. There is no significant difference in mean scores of **Bodily-Kinesthetic** intelligence of boys and girls studying in secondary schools.
8. There is no significant difference in mean scores of **Musical** intelligence of boys and girls studying in secondary schools.

### ***Population***

All STD IX and X class students studying in English Medium Schools of Gujarat State constitute the population of the study.

### **SAMPLE**

Out of 30 districts of Gujarat state, 15 districts were randomly selected for collecting data from 4417 students. The bifurcation is the same is given below

<b>Students</b>	<b>Number</b>
Boys	2688
Girls	1729

### ***Research Method***

It was a descriptive type of survey research, because it studied the current status of Multiple Intelligences of secondary school students of Gujarat State

### ***Research Tool***

#### **Multiple Intelligences Scale**

A five point Multiple Intelligences scale was constructed through adopting Likert type scale procedure. Weightage given for scoring was: 5 for Always, 4 for Usually, 3 for Sometimes, 2 for Hardly, and 1 for Never. Following steps were followed in its construction.

- 1) Construction of Items and Finalization of the First Draft
- 2) Editing, Pre Piloting for Finalization of Second Draft
- 3) Experts' feedback
- 4) Third draft of Multiple Intelligences scale
- 5) Piloting and Finalization of Multiple Intelligences Scale

**Data Collection**

After the prior approval of the school authorities, data was collected from different schools. Multiple Intelligences Scale was administered on 4417 students.

**MAJOR FINDINGS AND DISCUSSION:****DATA ANALYSIS: OBJECTIVE-1**

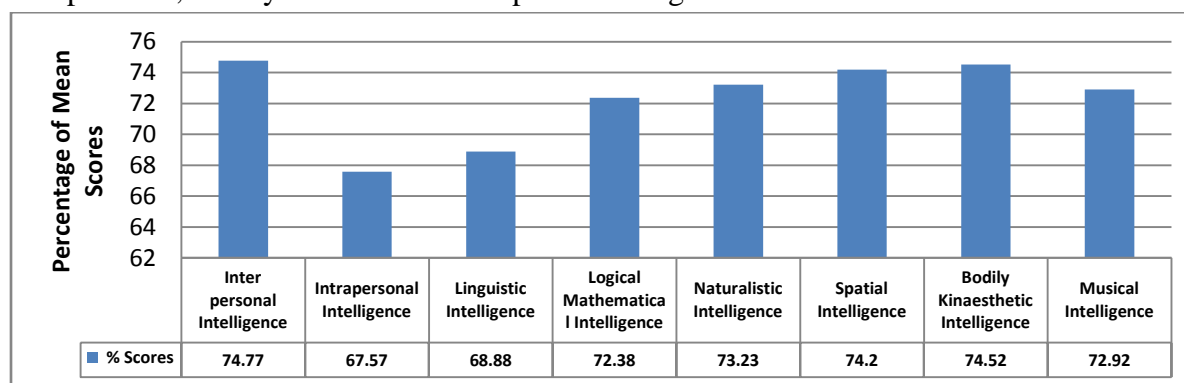
The first objective of the present study was to study the status of Multiple Intelligences of the secondary school students. Multiple Intelligences scale was administered on the students of standard IX and X of Gujarat State. The collected data and drawn inferences and findings are presented here with the help of tables, graphs and narrative analysis of the same below.

**Table: Status of Multiple Intelligences in terms of Mean Scores, Percentage of Mean Scores and Rank**

S.No.	Multiple Intelligences	Mean Scores	% of Mean Scores	Rank
1	Interpersonal Intelligence	48.60	74.77	1
2	Intrapersonal Intelligence	43.92	67.57	8
3	Linguistic Intelligence	44.77	68.88	7
4	Logical Mathematical intelligence	47.05	72.38	6
5	Naturalist Intelligence	47.60	73.23	4
6	Spatial Intelligence	48.23	74.20	3
7	Bodily Kinesthetic Intelligence	48.44	74.52	2
8	Musical Intelligence	47.40	72.92	5

It is found from the above table that students possess various intelligences in following order beginning from Highest to lowest in rank.

Interpersonal Intelligence > Bodily Kinesthetic Intelligence > Spatial Intelligence > Naturalist Intelligence > Musical Intelligence > Logical Mathematical intelligence > Linguistic intelligence > Intra- personal Intelligence. In other way, it is inferred that students were good in Interpersonal, Bodily Kinesthetic and Spatial Intelligences.



**Comparisons of Intelligences in terms of Percentage of Mean Scores**

It is drawn from table 4.0 and Graph 4.0 that Linguistic intelligence and Intrapersonal intelligences are the least among learners.

On the other hand, it is found that Interpersonal, Bodily Kinesthetic and Spatial Intelligences are the highest among learners. Rest of the Intelligence namely Logical-Mathematical, Naturalist and Musical Intelligences are found average among learners.

It is found from the data that following was the ranking of intelligences beginning from Highest to lowest in rank.

Interpersonal Intelligence > Bodily Kinesthetic Intelligence > Spatial Intelligence > Naturalist Intelligence > Musical Intelligence > Logical Mathematical intelligence > Linguistic intelligence > Intra- personal Intelligence. In other way, it is inferred that students were good in Interpersonal, Bodily Kinesthetic and Spatial Intelligences

#### **DATA ANALYSIS FOR OBJECTIVE- 2 AND NULL HYPOTHESES (1-8)**

*Table: Gender Wise Comparison of Mean, S.D. and C.R. Values of Multiple Intelligences*

<b>Intelligences</b>	<b>Gender</b>	<b>Mean</b>	<b>N</b>	<b>S.D.</b>	<b>SE<sub>D</sub></b>	<b>C.R.</b>	<b>Remark</b>
HO 1 Interpersonal	Boys	49.06	2688	6.77	0.206	2.06	Significant at 0.05 level
	Girls	48.64	1729	6.64			
HO 2 Intrapersonal	Boys	43.66	2688	7.02	0.208	3.16	Significant at 0.01 level
	Girls	44.32	1729	6.59			
HO 3 Linguistic	Boys	44.48	2688	7.61	0.224	3.303	Significant at 0.01 level
	Girls	45.22	1729	7.01			
HO 4 Logical Mathematical	Boys	47.24	2688	7.79	0.234	2.10	Significant at 0.05 level
	Girls	46.75	1729	7.44			
HO 5 Naturalist	Boys	47.58	2688	7.75	0.242	0.212	Not Significant
	Girls	47.63	1729	6.93			
HO 6 Spatial	Boys	48.08	2688	6.93	0.212	1.803	Not Significant
	Girls	48.47	1729	6.86			
HO 7 Bodily Kinesthetic	Boys	48.58	2688	6.89	0.211	1.69	Not Significant
	Girls	48.22	1729	6.82			
HO 8 Musical	Boys	47.05	2688	8.76	0.267	3.35	Significant at 0.01 level
	Girls	47.95	1729	8.59			

It was found that boys were having higher Interpersonal intelligence and Logical Mathematical Intelligence than Girls.

It was also found that Girls were having higher Intra personal, Linguistic and Musical Intelligence than Boys.

On the other hand, Girls and Boys did not differ significantly on Naturalist, Spatial and Bodily Kinesthetic Intelligences.

## DISCUSSION:

Major findings of the present study are discussed in the context of previous researches to understand and reflect upon the drawn inferences more intensively and realistically.

It was found in this study that boys were better in Logical Mathematical intelligence than girls. This findings was supported by Kaur and Chhikara (2008), Chanchu (2012), Gogebakan (2003), Loori (2005), Patel (2014), Govindan (2014). It was also found that boys were better in Interpersonal intelligence than girls, but no study was found confirming or contradicting these findings.

The other finding of the study was that boys and girls were found indifferent in Bodily kinesthetic intelligence. The same was also confirmed by Jose, A. (2011). But, Kaur and Chhikara (2008), Patel (2014), Govindan (2014) Gogebakan (2003) found that boys were better in Bodily kinesthetic intelligence than girls

Girls were found better in Intrapersonal intelligence than boys. It was also supported by Loori (2005). Moreover, according to the present research, girls were found better in **Linguistic** intelligence than boys. The same was also supported by Kaur and Chhikara (2008), Govindan (2014) but, Seyyed (2008) did not find any real difference in Linguistic intelligence of boys and girls.

This study explored and drew that girls were better in Musical intelligence than boys. This finding was confirmed by Kaur and Chhikara (2008), Chanchu (2012) and Gogebakan (2003), Govindan (2014). This present study also elicited that boys and girls were indifferent in Naturalist intelligence. But Chanchu (2012) contradicted this finding and found that boys were better than girls in Naturalistic intelligence. The other findings of present study were that boys and girls were indifferent in Spatial intelligence. No study was reported confirming or contracting this finding.

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## A STUDY OF SECURITY AMONG ARTS AND SCIENCE STUDENTS

Dr. Mahesh. B. Bharvad<sup>1\*</sup>

**KEYWORDS:** Security, Arts, Science, Students

### INTRODUCTION:

Women has to play a dual role, in dual role, negotiate housework, childcare and emotion work to support their partners and to maintain and developed their relationships. Dual roles also engage in status enhancement work to support their partner in their employment and face special challenges as they try to bane work and family responsibilities. The emotional responses are more significantly correlated to psychological stresses (Srivastav, 1999) long work hours, inflexible work hours less than positive work environment are some of the factors that can contribute to work family conflict.

The dictionary defines insecurity as being unsure, unstable, shaky, apprehensive, or lacking in self-confidence. There are many components in a woman's life that can create an environment where this state of mind will flourish. It can be anything from upbringing, unsettling circumstances, mistreatment, to individual fears.

When a person who struggles with insecurity feels threatened, that can often turn into a strongly perceived reality. Though it may not be true reality in the actual sense, to them it is reality-only wrongly perceived. For example, if something happens where a women feels threatened or is suspicious of a possible threat, she may perceive the matter erroneously. This will subsequently set in motion a natural defense mechanism in the heart that is hardly even recognized by the woman herself. Poor choices automatically flow forth because they are birthed but out of insecurity and the wrongly perceived reality, that accompanies it.

Women problems such as child marriage, practice of 'sati', prohibition on widow remarriage, exploitation of widows, devadasi system, purdah system, etc. have almost disappeared. Development in the field of science and technology, universalisation of education, socio-political movements, modernization and similar developments have changed the approach of people towards women to a certain extent.

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<sup>1</sup> Sardar Patel University, Vallabh Vidyanagar, Gujarat, India

\*Responding Author

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These developments boosted the morale and self-confidence of women. As a result, Indian women now feel that they too have their own individuality, personality, self-respect, talent, capacity and efficiency.

The constitution of India provides equal rights and opportunities to women but changing situations is causing new problems. Some of the major problems are increasing violence against women. Most societies exhibit violence in a one way or another. Violence against men or women is a social problem because a large number of people are affected by it almost every day. Crime against women is an ever-increasing problem. These problems have been growing more and more acute in India during the recent year. Crime against women includes violence against women rape, molestation, dowry harassment, wife battering, kidnapping, female children etc.

In male dominated society life India violence's against women are unfortunately increasing at an alarming rate such violence can be group into two types (a) Violence against women within the family and (b) Violence against the family. Another problem is gender discrimination, problems of female education, problems relating to employment and unemployment of women, harassment of women at workplace. Exploitation of women in the media, divorce and desertion, problem of dowry, declined of political participation of women, leads to stresses and strains.

**OBJECTIVES:**

1. The main Objective of the study is to measure security with ten dimensions among college students.
2. The secondary objective is to study sex difference if any in security measures.
3. To make a competitive study of security among students belonging to Arts and Science stream.

***Hypothesis:***

1. There will be no significant difference between male and female students with respect to insecurity.
2. There will be no significant difference between Arts and science stream students of with respect to insecurity.

***Sample:***

The total sample consisted of 100 male & Female.

Tool: Security-Insecurity scale (1989) develops by Dr. Beena Shah was used. The scale consist 75 items. The reliability of the scale is 79.

***Tools:***

Security-insecurity scale (1989) develop by the Dr. Beena shah was used. The scale consist 75 items. The reliability of the scale is .79

**Research Design:**

2x2 factorial design was used .

	Male	Female
Arts Stream	25	25
Science Stream	25	25

N= 100

**The method of Analysis:**

The data will be analyzed by 2x2 factorial designs (F test)

**RESULT & DISCUSSION:**

**Table : I, Family Security**

Source	df	Ss	Mss	F	Sig.
Gender	1	8.410	8.410	.859	Not sig.
Stream	1	6.250	6.250	.639	“
Arts x stream	1	30.250	30.250	3.09	“
Within	96	969.68	9.788	-	-

**Mean Score, Sex**

	Male	Female
Arts	15.88	14.20
Science	15.28	15.80

As can be seen from table 1 none of the main and interaction effects is significant. Considering the mean score of male and female respondents. It could be said that they are moderately secure in the family set up.

**Table : 2, School security**

Source	df	Ss	Mss	F	Sig.
Gender	1	.000	.000	.000	Not sig
Stream	1	4.84	4.84	.561	“
Arts x stream	1	64.000	64.000	7.21	Sig.
Within	96	-	-	-	-

Table 2 shows that the main effects of sex and stream are not significant. However the interaction effect is highly significant. The mean scores for males at Arts and science levels are respectively 15.88 and 15.28 and the corresponding the mean scores for females are 14.20 and 15.80. All the groups feel secured at school level but comparatively female respondents of Arts Stream seem to be less secured.

**Table: 3, Peer Group Security**

Source	df	Ss	Mss	F	Sig.
Gender	1	4.00	4.00	.410	Not sig
Stream	1	27.04	27.04	2.76	Not sig
Arts x stream	1	2.560	2.560	.262	Not sig
Within	96	937.44	9.755	-	-

As can be seen from table 3 there is no significant difference between gender groups. Considering the mean scores both the gender groups seem to be moderately secured in their peer group. Arts and science respondents also do not show any significant difference. They are also seen to be moderately secured in their peer group in terms of mean scores. The interaction effect is also not significant.

**Table: 4, Study context security**

Source	df	Ss	Mss	F	Sig.
Gender	1	8.41	8.41	1.05	Not sig
Stream	1	3.610	3.610	.454	Not sig
Arts x stream	1	4.410	4.410	.554	Not sig
Within	96	764.08	7.959	-	-

Table 4 shows that both main and interaction effects are not significant considering the mean scores it could be seen that all the groups enjoy study –context security to a moderate extent.

**Table: 5, Prospective context security**

Source	df	Ss	Mss	F	Sig.
Gender	1	30.25	30.25	2.89	Not sig
Stream	1	2.25	2.50	2.16	Not sig
Arts x stream	1	6.25	6.25	.599	Not sig
Within	96	1001.76	10.435	-	-

As can be seen from table 5 neither the main effects nor the interaction effect are significant. All the mean scores vary within a small range indicating that in the perspective context security the respondents seem to be well security oriented. They do not have much fear of failure.

**Table: 6, Test Context security**

Source	df	Ss	Mss	F	Sig.
Gender	1	.250	.250	.07	Not sig
Stream	1	.810	.810	.237	Not sig
Arts x stream	1	.810	.810	.237	Not sig
Within	96	327.44	3.411	-	-

Both main and interaction effects do not show any significance. Considering the mean scores it appears that the groups based on gender and on stream feel moderately secured. This means that the groups are concerned about their success in future.

**Table: 7, Self-Context Security**

Source	df	Ss	Mss	F	Sig.
Gender	1	1.44	1.44	.138	Not sig
Stream	1	5.76	5.76	.552	Not sig
Arts x stream	1	.160	.160	.015	Not sig
Within	96	1000.88	10.426	-	-

As can be seen from table 7 neither the main effects nor the interaction effect are significant. The mean scores vary from 11.4418 12-16. This shows that the sub groups are moderately secured.

**Table: 8, Existence context security**

Source	df	Ss	Mss	F	Sig.
Gender	1	20.25	20.25	2.91	Not sig
Stream	1	.250	.250	.036	Not sig
Arts x stream	1	30.25	30.25	4.354	Not sig
Within	96	666.96	6.947	-	-

Existence context security relates to feelings of being lost in the world. Considering the results of table 8 only, the interaction between gender and stream is significant at .05 levels. Considering the mean scores it appears that, they vary in a small narrow range. This indicates that the various sub-groups feel relatively moderately secured.

On the whole the results show that the sub groups feel moderately secured with various dimensions of security –insecurity scale.

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## IMPORTANCE OF COMMERCE EDUCATION FOR WOMEN EMPOWERMENT

Mrs. Ekta Shah<sup>1\*</sup>

### ABSTRACT

*The last hundred years may highly be called the age of women awakening in the world. In every part of the world quality of the sexes has been ensured, various laws have been passed to improve the status of women cannot be regarded as being emancipated from determinist to the following of their personalities. This paper makes an attempt to analyze the status of women empowerment.*

**KEYWORDS:** Commerce, Education, Women Empowerment

### INTRODUCTION

The concept of empowerment is familiar to research as well as organizational change and development. Intervention have centered on the concept of empowerment. It is one means by which managers can effectively manage today can effectively manage today's organization.

Commerce education is useful for all Professional. It is necessary that every professional lawyer, doctor, engineer can be benefitted from. Commerce education commercial education is a type of training. Which while playing of education of any given level, has for its primary objective the preparation of people to enter upon a business career or having entered present level of employment to higher levels.

### WHAT IS COMMERCE

*"Commerce is an organized system for the exchange of good between the members of the industrial world".*

*"Commerce is that part of business which is concerned with the exchange of goods and service and includes all those activities which directly or indirectly facilitate that exchange". - James Stephenson*

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<sup>1</sup> Lecturer, Sarvoday College of Education, Samaldevi Station, Derol, India

\*Responding Author

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## WHAT IS COMMERCIAL EDUCATION

Leveret S. Lyen defined commerce education as "any education which a business man has and which makes him a better businessman is for him business education no matter whether it was obtained in the walls of school or not. Paul S. Lomax (1928) writes "commercial education is fundamentally a programme of economics education that has to do with the acquirement, conservation and spending of wealth.

## DEFINING EMPOWERMENT :

Literature on empowerment explain that it has been construed as employee empowerment at their work place though the construct context. Empowerment has been given a variety of conceptual and operational. Definition and has been analyzed as both a relational and motivational construct. When viewed as a relational construct. Empowerment concern an individual's power and control. From one individual to another with less power.

As a motivational construct, empowerment comprises individual conation and perception that constitute. Feeling of behavioral and psychological investment in work. It describes people belief in their capabilities to mobilize the motivation cognitive resources courses of action needed to exercise control over given events and it necessarily relates to a belief in self efficiency and also expectation that efforts will lead to performance.

According to conger and Kananga (1998) empowerment is "the process by which a leader or managers shares his power with subordinate it is a process of enhancing feelings of efficiency among organizational practices and informal technique of providing efficiency information".

Women empowerment raters to increasing and improving the Social, economic , political and strength of the women to ensure equal right to women and to make them confident enough to claim their rights such as.

- Freely live their life with a sense of self - worth , respect and dignity.
- Have complete control of their life both within and outside of their home and work place.
- To make their own choices and decision.
- Have equal rights to participate in social religious and public activities.
- Have equal rights for social and economic justice.
- Determine , financial and economic choices.
- Get equal opportunity for education.
- Get equal employment opportunity without only gender bias.
- Get safe and comfortable working environme



## IMPORTANT OF WOMEN EMPOWERMENT

- Under employed and unemployed.
- Quality competent and intelligence.
- Talented.
- Overall development of society.
- Economic benefits.
- Reduction in domestic violence.
- Reduction in poverty.
- National development.

### Commerce education and women empowerment:

Human activities are all connected with economic activities. Trade and business see no bound areas with proper technical knowledge and experience. One can prove himself /herself as best entrepreneurs knowledge should not be gender based. Men and women both should be provided with equal education. Women should be allowed to choose career as per. Her own will there are certain set off examples in front of us here are some well known names of the corporate words businessmen

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Chairman of SBI.

Whydah hotel group.

Executive director Hindustan Unilever.

Chairperson of reliance industries.

Chief commercial GE , South Asea.

Group CEO and Managing director. Eros international

Executive director & ch. Brand officer godrej group.

President, consumer banking kotak Mahindra bank

## ADVANTAGES DUE TO COMMERCE EDUCATION TO WOMEN

- Economic development and prosperity: commerce education will empower women to come forward and contribute towards the development and prosperity of the country.
- Economic empowerment: So long as women remain backward and economically dependent on men, the helpless condition of them cannot be changed Economic empowerment and independence will only come through proper education and employment of women.
- Improved life: Commerce education helps a women to live a good life. Her identity is a individual would never get lost. She can read and learn about her rights. Her rights would not get trodden down. The life or condition of women would improve a lot, if we take a broad outlook in the field of female education in commerce.

## IMPORTANCE OF COMMERCE EDUCATION FOR WOMEN EMPOWERMENT

- Improved health: Educated women and girls are aware of the importance of health and hygiene. Through health education they are empowered to lead a healthy life style. Educated mother can take better care of both herself and her baby.
- Dignity and honors: Commerce educated women are now looked upon with dignity and honor. They became a source of inspiration for millions of young girls who make them their role-models.
- Justice: Women are more informed of their rights for justice. It would eventually lead to decline in instance of violence and injustice against women such as dowry.
- Choice to choose a profession of her choice: Educated women can prove be highly successful in the fields of life. A good girl child should get equal opportunity for education. So that she can plan to become a successful doctors, engineers, nurses, air hostesses, cook or choose a profession of her choice.
- Alleviate poverty: Women education is a pre-requisite to alleviate poverty. Women need to take equal burden of the massive task of eliminating poverty. This would demand massive contribution of educated women. Commerce sector provides ample job opportunities of women. There cannot be any social and economic changes unless girls and women are given their rights for education.

## CONCLUSION

Until the middle of nineteenth century, girls and women were educated only for traditional household works. Now the society is witnessing changes in the role status of women. There is greater emphasis on education girl and women in the same way as we educated boys and men. The modern day parents want to fulfill aspiration of their children without gender parity. Any commerce educated women will insist of exercising their civil , social , economic rights. This will help improve the overall condition of women in the society. Commerce educated women are independent. We get to see them shading the orthodox restriction and setting for example others. We can hope for better days while all women of our country will be enlightened and educated, one.

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## A STUDY OF SELF-CONCEPT OF 10<sup>TH</sup> AND 12<sup>TH</sup> STD. STUDENTS

Nidhi A. Patel<sup>1\*</sup>

**KEYWORDS:** Self-Concept, Students

### INTRODUCTION:

It is observed in human life that as a man thinks so he becomes. We usually find this statement proving true in our life. It is useful in understanding a person's behaviour through the opinions he holds for the self. It also helps to understand how much a person accepts his self. Leavinger (1965), with the help of researches, considered this part of the personality as review of building concept for the self. According to him, self-concept is developed with age, intelligence, education and socio-economic status. J. Krishnamurthy – a renowned philosopher said to open doors of the self. Moreover, He regarded self as social outcome striving for inconsistent intrapersonal relationship key.

**Alexander and George (1981)** reported that physical characteristics of the adolescence age (e.g. awkwardness, increase appetite and skin problems) can have a serious effect on be the self-concept of the already sensitive adolescent. Development bodies and social changes pose significant challenges and often disturbances to the self-concept of both sexes. however the changes often place on even more serious burden on girls than boys

**Rogers (1951)** defined self-concept as “an organized configuration of perceptions of the perceptions of one's characteristics and abilities; the perception and concept of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence.”

The extensive interest in self has a long history; theoretically the notion of the self can be traced back to the ancient Greeks. The formulation by **Mead and Cooley (1934, 1902)** provided a fruitful basis for empirical work; nevertheless the notion of the self-concept did not become a research concern until the 1940s.

The first is the ‘I’ or the existential self. It includes the following realizations: That the self is separate from the surrounding world, can act on and gain a sense of control over its environment, has a private inner life not accessible to others, and maintains continuous existence over time.

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<sup>1</sup> Ph.D Scholar, Department of Psychology, Sardar Patel University Vallabh Vidyanagar, India

\*Responding Author

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The second facet of the self is the 'me', a reflective observer that treats the self as a object of knowledge and evaluation by sizing up its diverse attributes.

**According Lewis & Brooks, 1979** Self-understanding beings with the drawing of self-awareness in the second year of life and gradually evolves into a rich, multifaceted view of the self's characteristics and capacities over childhood and adolescence. 'I' and 'me' are intimately intertwined and influence each other.

The notion 'self' received utmost importance in Client – cantered therapy, the pioneer of which was **Carl R. Rogers (1951)**. According to him the best vantage point for understanding behavior is from the internal frame of reference of the individual himself. Self-concept is the central construct of Roger's theory. It may be conceived of as an organized gestalt comprising:

- The individual's perception of himself in relation to other persons and the values attached to them.
- The individual's perception of himself in relation to other persons and the values attached to them.
- The individual's perception of various aspects of the environment and the values attached to them.

**According to Roger's self-theory**, self-concept is not self-awareness or consciousness. It is the conceptual gestalt concerning oneself which need not always be in awareness, but available to awareness. A person may not always be aware of his feelings or attitudes that may lie deep but on which he can fall back as and when he wants to use. Perceptions and values attached to the self-modify form time to time. The individual's behavior and gratification of needs are normally consistent with his self-concept. When a strong need conflicts with a person's self-concept, the might adopt devious measures to find gratification of his behavior consistent with his self-concept. Maneuvering of perceptions to secure apparent consistency leads to maladjustment.

According to **Cooley**, the self is any idea or system of ideas with which is associated the appropriate attitude we call self-feeling. The self is the result of the individual's imaginative processes and emotions as he or she interacts with others; it is reflected or 'looking-glass self'; composed of three principal elements; "The imagination of our appearance to the other person; the imagination of his judgment of that appearance; and some sort of self-feeling such as pride".

According to **Griffin, Chassin& Young, 1981; Burkitt 1991; Rowan & Cooper, 1998**Self-concept is often described as a global entity; how people feel about themselves in general, but it has also been described as made up on multiple self-conceptions, with concepts developed in relation to different roles Thus self-concept may be generally and situational specific. **Stang (1957)** has identified transitory or temporary self-concepts also, besides the overall basic self-concept. These ideas of self are influenced by the mood of the moment or by recent or continuing experience

### Measuring self-concept

Some widely used techniques to measure self-concept are: -

- **Likert Type Scales:**
- **Q-Sort technique:**
- **The Semantic Differential:**
- **Checklist:**

- **Projective and open-ended techniques:**

**OBJECTIVES:-**

1. To study the self-concept of students in relation to gender.
2. To study the self-concept of students in relation to the standard in which they study.
3. To study the self-concept of students in relation to their living area or inhabitation

**Hypothesis:**

1. There is no significance difference in student's self-concept in relation to their gender.
2. There is no significance difference in student's self-concept in relation to the standard in which they study.
3. There is no significance difference in student's self-concept in relation to their living area.
4. There will be in following interaction effect among independent variables on student's self-concept.
  - Gender\* Standard
  - Gender\* Inhabitation
  - Standard\* Inhabitation
  - Gender\* Standard\* Inhabitation

**METHODOLOGY:**

**Research design:**

» This research was adopted 2x2x2 factorial designs with 2 types of gender (boys and girls) , 2 types of standards(10<sup>th</sup> and 12<sup>th</sup>) and 2 types of areas (urban and rural)

**2x2x2**

	A1		A2	
	B1	B2	B1	B2
C1	A1B1C1 N=30	A1B2C1 N=30	A2B1C1 N=30	A2B2C1 N=30
C2	A1B1C2 N=30	A1B2C2 N=30	A2B1C2 N=30	A2B2C2 N=30

**Above Design Entails Following Groups**

- A1B1C1 – Male of 10 standard from rural area
- A1B1C2 – Male of 10 standard from urban area
- A2B1C1 – Female of 10 standard from rural area
- A2B1C2 – Female of 10 standard from urban area
- A1B2C1 – Male of 12 standard from rural area
- A1B2C2 – Male of 12 standard from urban area
- A2B2C1 – Female of 12 standard from rural area
- A2B2C2 – Female of 12 standard from urban area

**Sample:**

In this present research 240 students were randomly selected as sample. Out of that only 240 samples randomly selected, which are urban and rural boys and girls of 10<sup>th</sup> and 12<sup>th</sup> standard. Total 30 boys and 30 girls of 10<sup>th</sup> standard from rural area, 30 boys and 30 girls of 10<sup>th</sup> standard from urban area, 30 boys and 30 girls of 12<sup>th</sup> standard from rural area, 30 boys and 30 girls of 12<sup>th</sup> standard from urban area were taken.

### Tools:

The following tools were used in the present study:

#### 1. Personal Data sheet:

A personal data sheet developed by the investigator was used to collect information about gender standard and area.

#### 2. Self-concept scale:

This scale is developed by Dr. S. P. Ahluwalia. This inventory consists 80 items with yes or no choice.

### Statistical Analysis:

In this study 'F' test was used for statistical analysis.

## RESULT AND DISCUSSION:

### Self-concept with reference to gender, standard and area:

The main objective was to study whether boys and girls of 10<sup>th</sup> and 12<sup>th</sup> standard having the area of urban and rural differ in self -concept. In this context, 8 null hypotheses were constructed. For this purpose 2x2x2 factorial design was framed. To examine these null hypothesis statistical techniques of three was ANOVA was used. The results obtained are presented in table 1 and 2.

*Table No. 1, (N=240) ANOVA for Self Concept in context of gender, standard and area of student variables:*

Variables	S.S.	Df	M.S.	F	Sig. Level
Gender-A	410.817	1	410.817	12.552	0.01
Standard	228.150	1	228.150	6.971	0.01
Area-C	281.667	1	281.667	8.606	0.01
A*B	2.017	1	2.017	0.062	N.S.
A*C	56.067	1	56.067	1.713	N.S.
B*C	6.667	1	6.667	0.204	N.S.
A*B*C	26.667	1	26.667	0.815	N.S.
Error	7593.133	232			
Corrected Total	8605.183	239			

*Table No. 2, (N=240), Difference between mean score of self -concept with reference to gender, standard and area*

Independent variable	N	Mean (M)	Difference between mean
Boys	120	39.300	2.617
Girls	120	41.917	
10 <sup>th</sup> Std.	120	39.633	1.95
12 <sup>th</sup> Std.	120	41.583	
Rural	120	41.692	2.117
Urban	120	39.528	

#### • Self-concept with reference to gender:

When F test was applied to check the impact of gender on self-concept among 10<sup>th</sup> and 12<sup>th</sup> standard students, significant F value was found. The F value (table No.1) is 12.552 which are statistically significant on level 0.01. Table No. 2 reveals that the mean scores of self-concept of

gender variable. In which mean for boys is 39.300 and for girls is 41.917 respectively and the difference between two is 2.617 which is very high and not negligible. Hence the null hypothesis 1 was rejected and it was concluded that there was significant difference in self-concept among boys and girls.

- **Self-concept with reference to standard:**

In which, means for students of 10<sup>th</sup> standard is 39.633 and for students of 12<sup>th</sup> standard is 41.583 and F value is 6.971 which is none significant at the level of 0.01 and the difference between two is 1.95 which is very high and not negligible. Hence the null hypothesis was rejected. So, there is a significant difference in Self Concept level among student of 10<sup>th</sup> and 12<sup>th</sup> standard.

- **Self-concept with reference to area:**

In which, mean for students of rural area is 41.692 and for students of Urban area is 39.525 and F value is 8.606 which is significant at the level of 0.01. The difference between two is 2.167 which is very high and not negligible. Hence the null hypothesis was rejected. Therefore, there is a significant difference in Self Concept level among both type of area.

**CONCLUSION:**

1. There is difference found on Self- concept among Boys and Girls.
2. There is difference found on Self -concept among student of 10<sup>th</sup> and 12<sup>th</sup> standard.
3. There is difference found on self-concept level among rural and urban area.
4. Boys of 12<sup>th</sup> standard have highest self- concept than other groups.
5. Girls of urban area have highest self- concept level than other groups.
6. There is no internal effect difference found in Self Concept.
7. There is difference found higher for Self Concept in favour of standard 12<sup>th</sup> girls student from urban area

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## A STUDY OF SELF-CONCEPT OF THE 11<sup>TH</sup> STANDARD STUDENTS OF GANDHINAGAR DISTRICT IN RELATION TO CERTAIN VARIABLES

Pooja Patel<sup>1\*</sup>

### ABSTRACT

*This study aimed to investigate Self-concept of the 11th standard students of Gandhinagar district in relation to certain variables. 50 science stream and 50 general stream students in equal gender students were recruited into this study. Participant's results were recorded and their self concept was assessed by self concept Inventory. Results indicated that participants of different stream significantly in terms of self concept. However, Mean SD and t-test used for statistical method.*

**KEYWORDS:** Gender, Stream; Self Concept; Statistical Methods.

### INTRODUCTION:

This age can well be defined as the age of superlative technology and guiltless materialism. We are the people of this age and so naturally we do have a tendency to enjoy and use the latest technological devices. This advancement in science and technology is a tremendous development in the field of education. Due to the excessive and vibrant knowledge explosion, we have engrossed ourselves in the discovery of many aspects in various fields. While busy doing the in-depth study of various subjects, have we ever made any deliberate attempt to know our own self? Do we often ask this question – who am I? What do I think about my own self? We are very much aware of our likes and dislikes but are we equally aware of our own self?

### *Self-Concept*

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following *self concept* definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self Concept is an important term for both social psychology and humanism.

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<sup>1</sup> Ph.D Scholar, Gujarat University

\*Responding Author

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Lewis (1990) suggests that development of a concept of self has two aspects: -

**1) The Existential Self**

This is *the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self*” (Bee, 1992).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

**(2) The Categorical Self**

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or her self as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age (“I am 3”) and gender (“I am a girl”).

In early childhood, the categories children apply to themselves are very concrete (e.g. hair color, height and favorite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

Carl Rogers (1959) believes that the self concept has three different components:

- The view you have of yourself (**Self image**)
- How much value you place on yourself (**Self esteem** or self-worth)
- What you wish you were really like (**Ideal self**)

**Self Image**

**(What you see in yourself?)**

This does not necessarily have to reflect reality. Indeed a person with anorexia who is thin may have a self image in which the person believes they are fat. A person's self image is affected by many factors, such as parental influences, friends, the media etc.

Kuhn (1960) investigated the self-image by using *The Twenty Statements Test*.

He asked people to answer the question 'Who am I?' in 20 different ways. He found that the responses could be divided into two major groups. These were *social roles* (external or objective aspects of oneself such as son, teacher, friend) and *personality traits* (internal or affective aspects of oneself such as gregarious, impatient, humorous).

The list of answers to the question “Who Am I?” probably include examples of each of the following four types of responses:

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- 1) Physical Description:** I'm tall, have blue eyes...etc.
- 2) Social Roles:** We are all social beings whose behavior is shaped to some extent by the roles we play. Such roles as student, housewife, or member of the football team not only help others to recognize us but also help us to know what is expected of us in various situations.
- 3) Personal Traits:** These are a third dimension of our self-descriptions. "I'm impulsive...I'm generous...I tend to worry a lot"...etc.
- 4) Existential Statements** (abstract ones): These can range from "I'm a child of the universe" to "I'm a human being" to "I'm a spiritual being"...etc.

**Self worth** (or self-esteem)

**(How much you value yourself)**

What we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

How we think about ourselves, our feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization.

Self-worth may be seen as a continuum from very high to very low. For Carl Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about himself or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people.

**Ideal self**

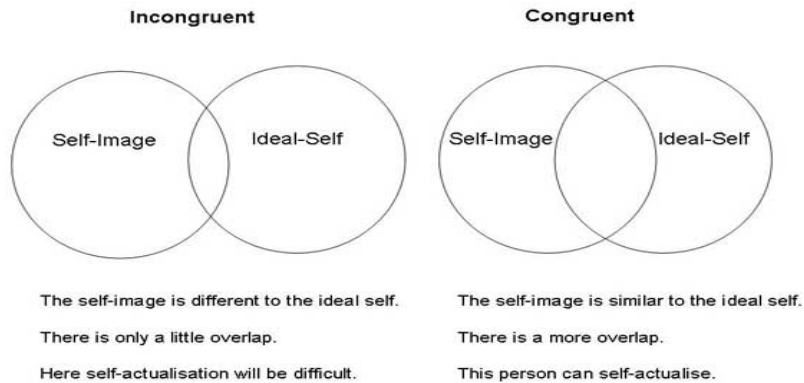
This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc.

A person's ideal self may not be consistent with what actually happens in life and experiences of the person. Hence, a difference may exist between a person's ideal self and actual experience.

This is called incongruence.

Where a person's ideal self and actual experience are consistent or very similar, a state of congruence exists. Rarely, if ever, does a total state of congruence exist; all people experience a certain amount of incongruence.

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The researcher feels it is very much important to know our own self. It is quite necessary to do so as we can be aware of our own thoughts, behavior and strategies that we adopt to adjust well with our own self and society at large. With a view to make students aware of their own self, the researcher has selected the following problem.

### ***Statement Of The Problem:-***

A Study of Self-concept of the 11<sup>th</sup> standard students of Gandhinagar district in relation to certain variables.

### ***Definition Of The Problem:-***

#### **Study:-**

The term can be defined as:

- The act or process of studying
- The pursuit of knowledge as by reading, observation or research
- Attentive scrutiny
- A literary work on a particular subject

#### **Self concept:-**

- An idea of the self constructed from the beliefs one holds about oneself and the responses of others.
- The whole set of attitudes, opinions and cognitions that a person has in him.
- The mental image or perception that one has of oneself.
- An individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria.

#### **11<sup>th</sup> Standard Students:-**

- The precise stage of schooling provided by a high school differs from country to country.
- According to GSEB, class 11<sup>th</sup> is included in higher secondary school where in average age of students of 11<sup>th</sup> standard is 16-17 years.

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**Gandhinagar District:-**

- Gandhinagar district is an administrative division of Gujarat, India, whose headquarters are at Gandhinagar, the state capital. It was organized in 1964.
- It has an area of 649 km<sup>2</sup>, and a population of 1,334,455 of which 35.02% were urban (2001 census). The district includes Gandhinagar with three suburbs - Chandkheda, Motera, Adalaj. The four talukas are - Gandhinagar, Kalol, Dahegam and Mansa - and 216 villages.
- Gandhinagar district is bounded by the districts of Sabarkantha and Aravalli to the northeast, Kheda to the southeast, Ahmedabad to the southwest, and Mehsana to the northwest.
- Connected to Ahmedabad by the Sarkhej-Gandhinagar highway and with Vadodara with the Ahmedabad-Vadodara highway, these three cities form the top population centers and commercial heart of Gujarat and western India.
- Gandhinagar has an IT city nearby which is housing IT companies. Many big IT companies like TCS, Cybage have presence in the IT city whereas PCS is located at GIDC area. Many more companies are planning to come to the IT city. Etech, Inc., one of the major BPO players in Gujarat is also based here along with operations in Vadodara and Texas.
- Akshardham Gandhinagar is situated in Sector-20. It is one of the major Hindu Temple complexes of Gujarat.
- Gandhinagar has many educational institutions like Dhirubhai Ambani Institute of ICT, EDI, Indian Plasma Research Institute, and Gujarat Law University. Gandhinagar's Education level is highest in Gujarat, 87.11% all over the Gujarat; therefore Gandhinagar is most popular City & Called "THE HEART" Of Gujarat.

**Certain Variables:-**

The researcher will deal with the following variables:

- Variables: - Something that may or does vary, a variable feature or factor.
- Birth order: - the birth order will be taken into consideration of the 1<sup>st</sup> and 2<sup>nd</sup> born child.
- Gender: - the gender will consist of the boys and girls belonging to 11<sup>th</sup> standard.
- Stream: - the stream will be consisting of the science and general class.

**OBJECTIVES OF THE STUDY**

- 1) To know the self-concept of the 11<sup>th</sup> standard students of Gandhinagar district.
- 2) To know the self-concept of the 11<sup>th</sup> standard students of Gandhinagar district in regards to their gender
- 3) To know the self-concept of the 11<sup>th</sup> standard students of Gandhinagar district in regards to their birth order
- 4) To know the self-concept of the 11<sup>th</sup> standard students of Gandhinagar district in regards to their stream

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***Hypothesis:-***

A proposition, or set of propositions, set forth as an explanation for the occurrence of some specified group of phenomena, either asserted merely as a provisional conjecture to guide investigation (**working hypothesis**) or accepted as highly probable in the light of established facts.

**Hypothesis of the stated problem:-**

- There will be no significant difference between the mean scores of self-concept of 11<sup>th</sup> standard students of Gandhinagar district regarding their birth order.
- There will be no significant difference between the mean scores of self-concept of 11<sup>th</sup> standard students of Gandhinagar district regarding their gender.
- There will be no significant difference between the mean scores of self-concept of 11<sup>th</sup> standard students of Gandhinagar district regarding their stream.

***Limitations Of The Study:-***

- The study is limited to only students of 11<sup>th</sup> standard of Gandhinagar district of GSEB.
- The researcher will deal only with the English medium students.
- The researcher intends to consider only the 1<sup>st</sup> and 2<sup>nd</sup> birth order as one of the independent variable of the study.

***Need Of The Study:-***

Self-concept is what we understand about our self. It provides answers to our various self.

For e.g.:-

- **Physical self:-**
  - Are you fat?
  - Are you handsome?
  - Are you beautiful?
- **Social self:-**
  - Are you shy?
  - Are you confident?
  - Do you wait to be introduced by others?
  - Can you maintain efficient relationship with others?
- **Psychological self:-**
  - Are you happy?
  - Can you make decisions easily?
  - Are you introvert/extrovert?

Our self-concept is just one factor among many that have an impact on our self-esteem and self-confidence.

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**Research Design:-**

**Population:-**

- The population in this study consists of 11<sup>th</sup> standard students of Gandhinagar district.

**Sample:-**

- The sample size will be of 100 students

**Research method:-**

- Here the researcher has used a survey method.

**Statistics:-**

- The statistics used are Mean, SD and t-test

**Research tool:-**

- Self made questionnaire

**RESULTS AND DISCUSSION:-**

***The score of the self-concept of the 11<sup>th</sup> standard both stream students of Gandhinagar district.***

Stream	N	Mean	S.D	t-score	Sign level.
General	50	117.0	24.024	1.605	NS
Science	50	110.8	17.557		

Table show that the mean and S.D score of general stream is 117.0 and 24.024 and science stream is 110.8 and 17.557. The t value is 1.605, which is not significant at both levels (0.05, 0.01) of significance. That means there is no significant mean difference between general and science stream. The hypotheses there is significant mean difference between self concept score of science and general streams is accepted.

***The score of the self-concept of the 11<sup>th</sup> standard students of Gandhinagar district in regards to their gender***

Gender	N	Mean	S	t-score	Sign level
Male	50	103.8	13.885	5.912	0.0001
Female	50	124.0	22.491		

The above table no 2 show that the mean and S.D. score of from male is 103.8 and 13.885 and female is 124.0 and 22.491. The t value is 5.912. Self concept and gender shows obtained significance value is below acceptable level of 0.05. So, we conclude that self concept of female is higher than that of such male students.

**CONCLUSION**

By conducting this research, the researcher intends to understand the Self-concept of the 11<sup>th</sup> standard students of Gandhinagar district. The outcome of this research will enable the educators to know their students in a better perspective and would provide their guidance accordingly. By dealing with this study I would be able to help the educators to know their students well & also provide guideline to the students to comprehend their real self.

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## IMPACT OF HR PRACTICES IN COOPERATIVE BANKS IN CHITTOOR DISTRICT: AN EMPIRICAL STUDY

B. R. Srivalli<sup>1\*</sup>

### ABSTRACT

*Cooperative banks were the pioneers in entire rural India. The cooperative institutions from past several years serving the individuals in the way of several credit approaches. The nationalization of commercial banks and the subsequent emergence of the regional rural banks had adopted several agency approaches for rural lending. In district wise, the cooperative banks are serving the individuals in several ways. Cooperative Banks and other agencies like SFC, MFIs, Non Formal Credit institutions and Non Banking Credit agencies are under the same stream to help the citizens of India.*

**KEYWORDS:** HR Practices, Cooperative Banks, performance appraisal and job satisfaction

### INTRODUCTION:

As the self help group is the foundation of the help for the welfare and development of an individual, the Cooperative banks are formed with the same philosophy to improve the credit policies among the individuals which help to fulfill their customized needs.

Co-operative banks are small-sized units organized in the co-operative sector which operate both in urban and non-urban regions. These banks are traditionally centered on communities, localities and work place groups and they essentially lend to small borrowers and businesses. The term Urban Co-operative Banks (CBs), though not formally defined, refers to primary cooperative banks located in urban and semi-urban areas.

The culture of go-slow, restrictive practices and agitation is already showing their face in these cooperative banks. It is therefore, suspicious whether cooperative banks can continue to maintain a culture different from that of the commercial banks. In order to understand the current reality of the problems and issues germane to human resource management practices like recruitment, performance appraisal, training, promotions and other related matters of human resource management. These practices are enriching the knowledge of the employees which supports individual and organization development as well.

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<sup>1</sup> Research Scholar, Sri Venkateswara University, Tirupati

\*Responding Author

### OBJECTIVES OF THE STUDY:

1. To study the impact of HRM Practices in employee advancement and career development opportunities in cooperative banks in Chittoor district.
2. To examine the trends of existing policies, procedures and practices of HRM in cooperative Banks in Chittoor district.
3. To study the HRD Climate in cooperative banks in Chittoor district in Andhra Pradesh.

### SCOPE OF THE STUDY

This study concentrates on the cooperative banks in Chittoor district only. The Justifications are based on the significant contribution HRM Practices followed by the cooperative banks and also about their betterment opinions. HRM practices are limited to practices that are prevalent in banking industry.

### REVIEW OF LITERATURE:

**Ahiya (2009)** has stated about how there is a co-relation between work and the facilities provided to the employees, “Cooperatives should be utilized for enhancing the goals of full literacy, provision of drinking water, primary health, sanitation, employment of women and down trodden by developing a new and vibrant culture which respects work and ethics.” **Amin (2009)** explained in his article about the development of the manpower that, “It is known that the cooperatives are operating under changed social economical condition in wake of the economic reforms introduced since 1991. Under this scenario, cooperatives have to continuously improve their manpower development plans based on scientific assessment of their training needs.”

**Pathania and Singh (1998)**, in their study titled, “A Study of Performance of HP State Co-operative Bank” observed that the performance of the Himachal Pradesh State Co-operative Bank Ltd. in terms of membership drive, share capital, deposit mobilization, working capital and advances has improved over the period of five years, i.e., 1991-92 to 1995-96. However, the result was indicated with the recovery performance was unsatisfactory.

**Niranjanraj and Chitanbaram (2000)**, in their study titled, “Measuring the Performance of DCCBs” observed that suitable models should be developed to evaluate the performance of co-operative banks.

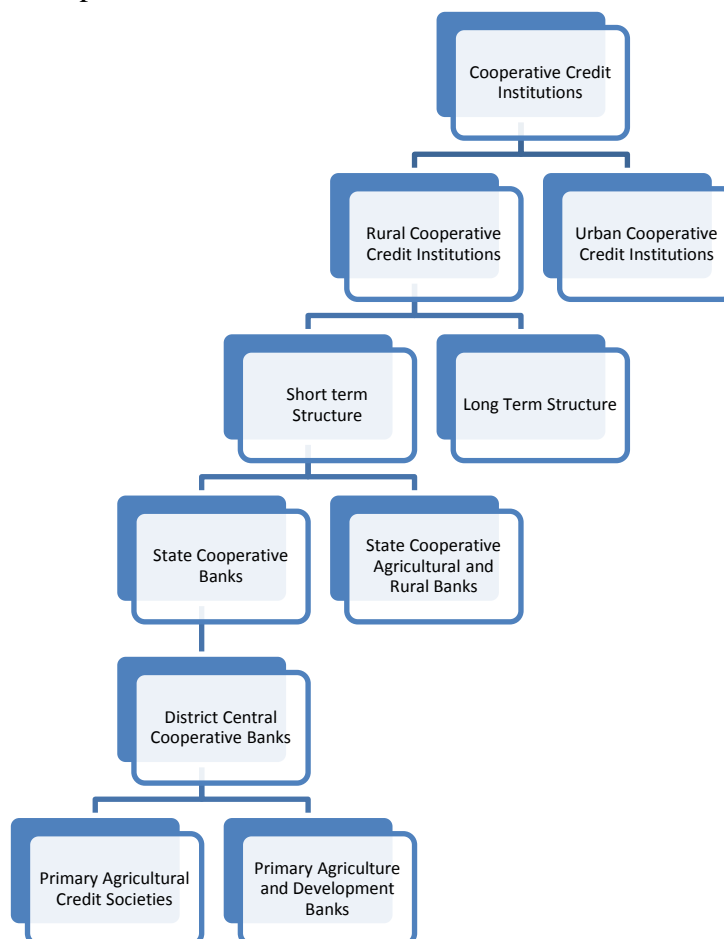
### STRUCTURE OF BANKING SECTOR:

The banking sector in India is on a growing trend. It has vastly benefitted from the surge in disposable income of individuals in the country. There has also been a noticeable upsurge in transactions through ATMs, and also internet and mobile banking. Consequently, the different banks, viz public, private and foreign banks have invested considerably to increase their banking network and thus, their customer reach.

The banking industry in India has the potential to become the fifth largest banking industry in the world by 2020 and third largest by 2025 according to a KPMG-CII report. Over the next decade, the banking sector is projected to create up to two million new jobs, driven by the efforts of the RBI and the Government of India to integrate financial services into rural areas. Also, the traditional way of operations will slowly give way to modern technology.

Reforms New phase of Indian Banking System with the advent of Indian Financial & Banking Sector Reforms after 1991 To make this write-up more explanatory, we divide scenario in **Phase I, Phase II and Phase III.**

The policy of the Government towards the cooperative movement was guided by the recommendations of the Saraiya Committee, which stated that the cooperative society has an important role to play as the most suitable medium for the democratization of economic planning. Various expert committees, which examined the problem of rural credit subsequently, have come to the same conclusion, without exception, that in the Indian context, there is no alternative from the point of view of structural appropriateness, to cooperatives at the village level. The structure of cooperative credit institutions are as follows:



## RESEARCH METHODOLOGY:

Research is considered as an endeavor to arrive at answers to intellectual and practical problems through the application of scientific methods to the knowable universe. It is a systematic, controlled empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena. Research is the process of a systematic and in depth study or search of any particular topic, subject or area of investigation, backed by the collection, compilation, presentation and interpretation of relevant details or data. The study has encumbered with few tools viz.,

The researcher has done her study in Chittoor district only due the time constraint. As per the research, the study covered 31 cooperative bank branches in Chittoor district only.

## ANALYSIS OF THE STUDY:

*H<sub>1</sub>: Overall Human Resource Practices have a Positive Influence on (i) Job satisfaction and (ii) Organizational Commitment.*

Correlation analysis of HR Practices with Employee Satisfaction and Organizational Commitment

Relationship	Correlation Coefficient (r)	Significance
RS → ES	0.026	0.33
RS → OC	0.009	0.43
PA → ES	0.515**	0.00
PA → OC	0.731**	0.00
TD → ES	0.011	0.42
TD → OC	0.024	0.34
T → ES	0.635**	0.00
T → OC	0.048	0.20
P → ES	0.130**	0.01
P → OC	0.143	0.07
HRD → ES	0.133**	0.01
HRD → OC	0.037	0.26
IS → ES	0.51**	0.00
IS → OC	0.14	0.11
OP → ES	0.45*	0.01
OP → OC	0.37*	0.02

RS=Recruitment and Selection, PA = Performance Appraisal, TD = Training and Development, T = Transfers, P = Promotions, HRD = Human Resource Development Climate, IS = Incentive Schemes, OP = Overall HRM Practices, ES= Employee Satisfaction, OC = Organizational Commitment.

\*\* Significant at 0.00 level.

\* Significant at 0.05 level.

**H2** is stated as Transfer polices have a positive influence on (i) Job Satisfaction and (ii) Organizational Commitment. To understand the relationship between Transfer Polices with Job Satisfaction and Organizational Commitment, Correlation analysis is employed. Perceptions of the respondents towards transfer polices are considered as independent variable. Employees Job Satisfaction and Organizational Commitment is considered as dependent variable.

Correlation analysis as detailed in above table there is strong significant relationship between Transfer polices and ( $r = 0.635$ ,  $p < 0.00$ ) Employees Job Satisfaction. There is insignificant relationship between Transfer Polices and ( $r = 0.048$ ,  $p > 0.05$ ) Organizational Commitment.

Since there is a relationship existing between Transfer Polices and Employee Job satisfaction, further analysis is made by employing Regression Analysis. Transfer polices is considered as independent variable and Employee Job Satisfaction is considered to be dependent variable. Regression Analysis reveals that Transfer Polices is able to explain 40.3% of variance in ( $R^2 = 0.403$ ,  $p < 0.05$ ) Employee Job Satisfaction. Hence H1 is partially accepted.

**H<sub>2</sub>: There is significant difference in perception of HR Practices among Male and Female**

SL. No	Variables	Mean				F	Sig
		20-30 years	31-40 years	41-50 years	51-60 years		
1	Recruitment and Selection	3.00	3.01	2.98	2.89	1.69	.16
2	Performance Appraisal	3.25	3.35	3.30	3.31	7.57	.00
3	Training and Development	4.12	4.27	4.14	4.11	9.78	.00
4	Transfer Polices	3.48	3.62	6.52	6.37	9.57	.00
5	Promotions	3.22	3.27	3.29	3.30	1.72	.16
6	HRD Climate	3.46	3.56	3.50	3.46	4.24	.00
7	Incentives	3.14	3.20	3.17	3.13	2.30	.07
8	Overall HRM Practices	3.38	3.47	3.41	3.37	9.15	.00
9	Employee Job Satisfaction	3.47	3.49	3.50	3.41	0.49	.68
10	Organizational Commitment	3.20	3.21	3.23	3.22	0.22	.88

Analysis of Variance (ANOVA) among Age Groups towards HRM practices, Job Satisfaction and Organizational Commitment.

The Age group of 20-30 years has a Weighted Mean Score of 3.46 pertaining to the HRD Climate of the Bank, 31-40, 41-50, and 51-60 years have a Weighted Mean Score of 3.56, 3.50 and 3.46 respectively. It is observed that the there is a significant difference in mean score between the Age groups pertaining to HRD Climate ( $F = 4.24$ ,  $p < 0.05$ ) of the organization. Furthermore it is observed that 31-40 years age group have higher satisfaction levels comparatively.

It is observed from the analysis 20-30, 31-40, 41-50, and 51-60 years of age groups have a Weighted Mean Score of 3.14, 3.20, 3.17, and 3.13 towards Incentive Schemes implemented by the Bank. It is analyzed that there is insignificant difference in opinions on Incentive Schemes ( $F= 2.30$ ,  $p > 0.05$ ) followed by the organization among different Age Groups. Further it is observed that 31-40 years Age Group has higher levels of Satisfaction towards Incentive Policies comparatively.

It is analyzed 20-30, 31-40, 41-50 and 51-60 years of Age Group have a Weighted Mean Score of 3.38, 3.47, 3.41 and 3.37 of satisfaction towards overall Human Resource Practices followed by the organization. Further it is observed there is significant difference in opinions on Overall Human Resource Practices ( $F= 9.50$ ,  $p < 0.00$ ) followed by the Organization. 31-40 years Age Group has higher levels of Satisfaction towards Overall Human Resource Practices comparatively.

Employee Job Satisfaction among Age Groups are as follows, 20-30 years Age Group has a weighted mean Score of 3.47, 31-40 years of Age Group has a weighted mean score of 3.49, 41-50 years of Age Group has a weighted mean score of 3.50, and 51-60 years of Age Group has a weighted mean score of 3.41. It is observed that all the employees of different age groups have moderate level of Employee Job Satisfaction. Furthermore it is observed there is insignificant difference in mean score of various Age Groups in their opinions ( $F = 0.49$ ,  $p > 0.05$ ). Hence all Age Groups are indifferent in their opinion towards Job Satisfaction.

The Age group of 20-30 years has a Weighted Mean Score of 3.20 pertaining Organizational Commitment towards the Bank, 31-40, 41-50, and 51-60 years have a Weighted Mean Score of 3.21, 3.23 and 3.22 respectively. It is observed that there is an insignificant difference in mean score between the Age groups related to Organizational Commitment ( $F= 0.22$ ,  $p > 0.05$ ) towards organization. Furthermore it is observed that 41-50 years age group have higher Commitment levels towards Organization.

It is analyzed from the above discussion that **H2** is partially accepted.

### H<sub>3</sub>: Higher experience group have positive perception of HR practices.

Analysis of Variance among Promotion received employees on HR Practices, Employee Satisfaction and Organizational Commitment.

SL. No	Variables	Mean Number of Promotions					F	Sig
		0	1	2	3	5		
1	Recruitment and Selection	3.00	2.99	2.99	2.97	2.76	.66	.61
2	Performance Appraisal	3.31	3.32	3.33	3.29	3.14	.91	.45
3	Training and Development	4.20	4.21	4.17	4.11	4.00	1.01	.40
4	Transfer Policies	3.55	3.59	3.52	3.50	3.40	.92	.44
5	Promotions	3.26	3.30	3.27	3.26	3.40	.53	.73
6	HRD Climate	3.52	3.52	3.53	3.48	3.36	.34	.84
7	Incentives	3.17	3.19	3.16	3.15	3.08	.25	.90
8	Overall HRM Practices	3.43	3.44	3.42	3.39	3.30	.79	.52
9	Employee Job Satisfaction	3.49	3.55	3.43	3.45	3.12	2.51	.04
10	Organizational Commitment	3.22	3.18	3.23	3.18	3.16	.42	.79

The opinion towards HRD Climate of the organization is rated with a Weighted Mean Score of 3.52 by zero promotion received employees, Weighted Mean Score of 3.52 by one promotion received employees, Weighted Mean Score of 3.53 by two promotions received employees, Weighted Mean Score of 3.48 by three promotion received employees and Weighted Mean Score of 3.36 by five promotions received employees. It is observed that there is negligible difference in mean scores between the groups. Hence there is insignificant difference in Mean Scores between different groups pertaining to HRD Climate ( $F = .34, p > 0.05$ ). Further it is observed that employees with two promotions have positive opinion towards Recruitment and Selection methods comparatively.

It is observed from the results that employees have a Weighted Mean Score of 3.17 by zero promotion received employees, Weighted Mean Score of 3.19 by one promotion received employees, Weighted Mean Score of 3.16 by two promotions received employees, Weighted Mean Score of 3.15 by three promotion received employees and Weighted Mean Score of 3.08 by five promotions received employees towards Incentive Schemes implemented by the organization. Further it is observed that there is insignificant difference in mean score between groups pertaining to Incentive Schemes ( $F = 25, p > 0.05$ ). Hence it can be interpreted as there is indifference in opinion between groups regarding the Incentive Schemes. It is observed that one promotion received employees have higher positive opinion towards Incentive Schemes.

Employees with zero promotions have a Weighted Mean Score of 3.43, employees with one promotion have a Weighted Mean Score of 3.44, employees with two promotions have a Weighted Mean Score of 3.42, employees with three promotions have a Weighted Mean Score of 3.39 and employees with five promotions have a Weighted Mean Score of 3.30 towards the

satisfaction levels of Overall HR practices of the organization. Further it is observed that there is insignificant difference in mean scores between the groups pertaining to Overall HR Practices ( $F = .79, p > 0.05$ ). It is observed from the mean scores that employees with one promotion have higher positive opinion towards the Overall HR Practices.

Employees opined regarding Job Satisfaction with a Weighted Mean Score of 3.49 by zero promotion received employees, one promotion received employees have a Weighted Mean Score of 3.55, two promotion received employees have a Weighted Mean Score of 3.43, three promotion received employees have a Weighted Mean Score of 3.45 and five promotion received employees have a Weighted Mean Score of 3.12. It is observed that the employees between the groups have different in opinion regarding the Job Satisfaction ( $F = 2.51, p < 0.05$ ). Further it is observed from the mean scores that employees with one promotion have higher positive opinion towards Job Satisfaction.

Employees with zero promotion have a Weighted Mean Score of 3.22, employees with one promotion have a Weighted Mean Score 3.18, employees with two promotions have a Weighted Mean Score of 3.23, employees with three promotions have a Weighted Mean Score of 3.18 and employees with five promotions have a Weighted Mean Score of 3.16 towards the Organizational Commitment. Further it is observed that there is insignificant difference in mean scored between the groups pertaining to Organizational Commitment ( $F = .42, p > 0.05$ ). It is observed from the mean scores that employees with two promotions have higher Organizational Commitment.

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## THE INDUS VALLEY CIVILISATION (HARAPPAN CIVILISATION)

Dr. Hetalben Dhanabhai Sindhav<sup>1\*</sup>

### ABSTRACT

*The Indus Valley Civilisation was a Bronze Age civilisation (3300–1300 BC; mature period 2600–1900 BC) mainly in northwest South Asia, extending from what today is northeast Afghanistan to Pakistan and northwest India. Along with ancient Egypt and Mesopotamia it was one of three early civilisations of the Old World, and of the three the most widespread. It flourished in the basins of the Indus River, one of the major rivers of Asia, and along a system of perennial, mostly monsoon-fed, rivers that once coursed in the vicinity of the seasonal Ghaggar-Hakra river in northwest India and eastern Pakistan.*

*At its peak, the Indus Civilisation may have had a population of over five million. Inhabitants of the ancient Indus river valley developed new techniques in handicraft and metallurgy.*

*The Early Harappan Ravi Phase, named after the nearby Ravi River, lasted from circa 3300 BC until 2800 BC. It is related to the Hakra Phase, identified in the Ghaggar-Hakra River Valley to the west, and predates the Kot Diji Phase (2800–2600 BC, Harappan 2), named after a site in northern Sindh, Pakistan, near Mohenjo Daro.*

**KEYWORDS:** The Indus Valley, Civilisation

### INTRODUCTION

The Indus Valley Civilisation was a Bronze Age civilisation (3300–1300 BC; mature period 2600–1900 BC) mainly in northwest South Asia, extending from what today is northeast Afghanistan to Pakistan and northwest India. Along with ancient Egypt and Mesopotamia it was one of three early civilisations of the Old World, and of the three the most widespread. It flourished in the basins of the Indus River, one of the major rivers of Asia, and along a system of perennial, mostly monsoon-fed, rivers that once coursed in the vicinity of the seasonal Ghaggar-Hakra river in northwest India and eastern Pakistan. Acidification of this region during the 3rd millennium BC may have been the initial spur for the urbanisation associated with the

<sup>1</sup> Research Scholar, Social Science, Gujarat

\*Responding Author

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civilisation, but eventually also reduced the water supply enough to cause the civilisation's demise, and to scatter its population eastward.

At its peak, the Indus Civilisation may have had a population of over five million. Inhabitants of the ancient Indus river valley developed new techniques in handicraft (carnelian products, seal carving) and metallurgy (copper, bronze, lead, and tin). The Indus cities are noted for their urban planning, baked brick houses, elaborate drainage systems, water supply systems, and clusters of large non-residential buildings.

The Indus Valley Civilisation is also known as the Harappan Civilisation, after Harappa, the first of its sites to be excavated in the 1920s, in what was then the Punjab province of British India, and now is Pakistan. The discovery of Harappa, and soon afterwards, Mohenjo-Daro, was the culmination of work beginning in 1861 with the founding of the Archaeological Survey of India in the British Raj. Excavation of Harappan sites has been ongoing since 1920, with important breakthroughs occurring as recently as 1999. There were earlier and later cultures, often called Early Harappan and Late Harappan, in the same area of the Harappan Civilisation. The Harappan civilisation is sometimes called the Mature Harappan culture to distinguish it from these cultures. As of 1999, over 1,056 cities and settlements had been found, of which 96 have been excavated, mainly in the general region of the Indus and Ghaggar-Hakra Rivers and their tributaries. Among the settlements were the major urban centres of Harappa, Mohenjo-daro (UNESCO World Heritage Site), Dholavira, Ganeriwala in Cholistan and Rakhigarhi.

The Early Harappan Ravi Phase, named after the nearby Ravi River, lasted from circa 3300 BC until 2800 BC. It is related to the Hakra Phase, identified in the Ghaggar-Hakra River Valley to the west, and predates the Kot Diji Phase (2800–2600 BC, Harappan 2), named after a site in northern Sindh, Pakistan, near Mohenjo Daro. The earliest examples of the Indus script date to the 3rd millennium BC.

The mature phase of earlier village cultures is represented by Rehman Dheri and Amri in Pakistan. Kot Diji represents the phase leading up to Mature Harappan, with the citadel representing centralised authority and an increasingly urban quality of life. Another town of this stage was found at Kalibangan in India on the Hakra River.

Trade networks linked this culture with related regional cultures and distant sources of raw materials, including lapis lazuli and other materials for bead-making. By this time, villagers had domesticated numerous crops, including peas, sesame seeds, dates, and cotton, as well as animals, including the water buffalo. Early Harappan communities turned to large urban centres by 2600 BCE, from where the mature Harappan phase started. The latest research shows that Indus Valley people migrated from villages to cities.

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By 2600 BC, the Early Harappan communities turned into large urban centres. Such urban centres include Harappa, Ganeriwala, Mohenjo-Daro in modern-day Pakistan, and Dholavira, Kalibangan, Rakhigarhi, Rupar, and Lothal in modern-day India. In total, more than 1,052 cities and settlements have been found, mainly in the general region of the Indus Rivers and their tributaries.

A sophisticated and technologically advanced urban culture is evident in the Indus Valley Civilisation making them the first urban centres in the region. The quality of municipal town planning suggests the knowledge of urban planning and efficient municipal governments which placed a high priority on hygiene, or, alternatively, accessibility to the means of religious ritual.

As seen in Harappa, Mohenjo-Daro and the recently partially excavated Rakhigarhi, this urban plan included the world's first known urban sanitation systems: see hydraulic engineering of the Indus Valley Civilisation. Within the city, individual homes or groups of homes obtained water from wells. From a room that appears to have been set aside for bathing, waste water was directed to covered drains, which lined the major streets. Houses opened only to inner courtyards and smaller lanes. The house-building in some villages in the region still resembles in some respects the house-building of the Harappans.

The ancient Indus systems of sewerage and drainage that were developed and used in cities throughout the Indus region were far more advanced than any found in contemporary urban sites in the Middle East and even more efficient than those in many areas of Pakistan and India today. The advanced architecture of the Harappans is shown by their impressive dockyards, granaries, warehouses, brick platforms, and protective walls. The massive walls of Indus cities most likely protected the Harappans from floods and may have dissuaded military conflicts.

The purpose of the citadel remains debated. In sharp contrast to this civilisation's contemporaries, Mesopotamia and ancient Egypt, no large monumental structures were built. There is no conclusive evidence of palaces or temples—or of kings, armies, or priests. Some structures are thought to have been granaries. Found at one city is an enormous well-built bath, which may have been a public bath. Although the citadels were walled, it is far from clear that these structures were defensive. They may have been built to divert flood waters.

Most city dwellers appear to have been traders or artisans, who lived with others pursuing the same occupation in well-defined neighbourhoods. Materials from distant regions were used in the cities for constructing seals, beads and other objects. Among the artefacts discovered were beautiful glazed faïence beads. Steatite seals have images of animals, people (perhaps gods), and other types of inscriptions, including the yet un-deciphered writing system of the Indus Valley Civilisation. Some of the seals were used to stamp clay on trade goods and most probably had other uses as well.

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Although some houses were larger than others, Indus Civilisation cities were remarkable for their apparent, if relative, egalitarianism. All the houses had access to water and drainage facilities. This gives the impression of a society with relatively low wealth concentration, though clear social levelling is seen in personal adornments. The prehistory of Indo-Iranian borderlands shows a steady increase over time in the number and density of settlements. The population increased in Indus plains because of hunting and gathering.

The Harappan language is not directly attested and its affiliation is uncertain since the Indus script is still undeciphered. A relationship with the Dravidian or Elamo-Dravidian language family is favored by a section of scholars.

The ruins of Harappa were first described in 1842 by Charles Masson in his *Narrative of Various Journeys in Balochistan, Afghanistan, and the Punjab*, where locals talked of an ancient city extending thirteen cosses (about 25 miles), but no archaeological interest would attach to this for nearly a century.

In 1856, General Alexander Cunningham, later director general of the archaeological survey of northern India, visited Harappa where the British engineers John and William Brunton were laying the East Indian Railway Company line connecting the cities of Karachi and Lahore. They were told of an ancient ruined city near the lines, called Brahminabad. The city of Brahminabad was reduced to ballast. A few months later, further north, John's brother William Brunton's "section of the line ran near another ruined city, bricks from which had already been used by villagers in the nearby village of Harappa at the same site. These bricks now provided ballast along 93 miles (150 km) of the railroad track running from Karachi to Lahore".

### REVIEW OF PAST LITERATURE

In 1872–75 Alexander Cunningham published the first Harappan seal (with an erroneous identification as Brahmi letters). It was half a century later, in 1912, that more Harappan seals were discovered by J. Fleet, prompting an excavation campaign under Sir John Hubert Marshall in 1921–22 and resulting in the discovery of the civilisation at Harappa by Marshall, Rai Bahadur Daya Ram Sahni and Madho Sarup Vats, and at Mohenjo-daro by Rakhal Das Banerjee, E. J. H. MacKay, and Marshall. By 1931, much of Mohenjo-Daro had been excavated, but excavations continued, such as that led by Sir Mortimer Wheeler, director of the Archaeological Survey of India in 1944. Among other archaeologists who worked on IVC sites before the independence in 1947 were Ahmad Hasan Dani, Brij Basi Lal, Nani Gopal Majumdar, and Sir Marc Aurel Stein.

Following the independence, the bulk of the archaeological finds were inherited by Pakistan where most of the Indus Valley Civilisation was based, and excavations from this time include those led by Wheeler in 1949, archaeological adviser to the Government of Pakistan. Outposts of the Indus Valley civilisation were excavated as far west as Sutkagan Dor in Pakistani

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Balochistan, as far north as at Shortugai on the Amu Darya (the river's ancient name was Oxus) in current Afghanistan, as far east as at Alamgirpur, Uttar Pradesh, India and as far south as at Malwan, in modern-day Surat, Gujarat, India.<sup>[22]</sup>

In 2010, heavy floods hit Haryana in India and damaged the archaeological site of Jognakhera, where ancient copper smelting furnaces were found dating back almost 5,000 years. The Indus Valley Civilisation site was hit by almost 10 feet of water as the Sutlej Yamuna link canal overflowed.

The mature phase of the Harappan civilisation lasted from c. 2600 to 1900 BC. With the inclusion of the predecessor and successor cultures — Early Harappan and Late Harappan, respectively — the entire Indus Valley Civilisation may be taken to have lasted from the 33rd to the 14th centuries BC. The early Harappan cultures are preceded by the Mehrgarh culture (c.7000-3300 BC) in Balochistan, Pakistan.

Two terms are employed for the periodisation of the Indus Valley Civilisation: Phases and Eras. The Early Harappan, Mature Harappan, and Late Harappan phases are also called the Regionalisation, Integration, and Localisation eras, respectively, with the Regionalization era reaching back to the Neolithic Mehrgarh II period.

The Indus Valley Civilisation encompassed most of Pakistan and parts of western India, and Afghanistan, extending from Pakistani Balochistan in the west to Uttar Pradesh in the east, northeastern Afghanistan to the north and Maharashtra to the south. The geography of the Indus Valley put the civilisations that arose there in a highly similar situation to those in Egypt and Peru, with rich agricultural lands being surrounded by highlands, desert, and ocean. Recently, Indus sites have been discovered in Pakistan's northwestern Frontier Province as well. Other IVC colonies can be found in Afghanistan while smaller isolated colonies can be found as far away as Turkmenistan and in Gujarat. Coastal settlements extended from Sutkagan Dor in Western Baluchistan to Lothal in Gujarat. An Indus Valley site has been found on the Oxus River at Shortughai in northern Afghanistan, in the Gomal River valley in northwestern Pakistan, at Manda, Jammu on the Beas River near Jammu, India, and at Alamgirpur on the Hindon River, only 28 km from Delhi. Indus Valley sites have been found most often on rivers, but also on the ancient seacoast, for example, Balakot, and on islands, for example, Dholavira.

There is evidence of dry river beds overlapping with the Hakra channel in Pakistan and the seasonal Ghaggar River in India. Many Indus Valley sites have been discovered along the Ghaggar-Hakra beds. Among them are: Rupar, Rakhigarhi, Sothi, Kalibangan, and Ganwariwala. According to J. G. Shaffer and D. A. Lichtenstein, the Harappan Civilisation "is a fusion of the Bagor, Hakra, and Kot Diji traditions or 'ethnic groups' in the Ghaggar-Hakra valley on the borders of India and Pakistan".

According to some archaeologists, more than 500 Harappan sites have been discovered along the dried up river beds of the Ghaggar-Hakra River and its tributaries, in contrast to only about 100 along the Indus and its tributaries; consequently, in their opinion, the appellation Indus Ghaggar-Hakra civilisation or Indus-Saraswati civilisation is justified. However, these politically inspired arguments are disputed by other archaeologists who state that the Ghaggar-Hakra desert area has been left untouched by settlements and agriculture since the end of the Indus period and hence shows more sites than those found in the alluvium of the Indus valley; second, that the number of Harappan sites along the Ghaggar-Hakra river beds has been exaggerated and that the Ghaggar-Hakra, when it existed, was a tributary of the Indus, so the new nomenclature is redundant. "Harappan Civilisation" remains the correct one, according to the common archaeological usage of naming a civilisation after its first findspot.

Mehrgarh is a Neolithic (7000 BC to c. 2500 BC) site to the west of the Indus River valley, near the capital of the Kachi District in Pakistan, on the Kacchi Plain of Balochistan, near the Bolan Pass. According to Ahmad Hasan Dani, professor emeritus at Quaid-e-Azam University, Islamabad, the discovery of Mehrgarh "changed the entire concept of the Indus civilisation. There we have the whole sequence, right from the beginning of settled village life."

Mehrgarh is one of the earliest sites with evidence of farming and herding in South Asia. According to Parpola, the culture migrated into the Indus Valley and became the Indus Valley Civilisation. According to Lukacs and Hemphill, while there is a strong continuity between the neolithic and chalcolithic (Copper Age) cultures of Mehrgarh, there is a biological discontinuity between the neolithic population and the chalcolithic population of Mehrgarh, which suggests a change of population.

Excavations at Bhirrana, Haryana, in India between 2006 and 2009, by archaeologist K. N. Dikshit, provided nineteen artifacts which could be dated radiometric. Six were from the earliest level, which provided a time bracket between 7380 and 6201 BC. These six samples included "relatively advanced pottery," so called Hakra ware. These dates compete with Mehrgarh for being the oldest site for cultural remains in the area.

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- Mohenjo-daro in the Lower Indus, Dholavira to the south on the western edge of peninsular India in Kutch, Ganweriwala in Cholistan, and a fifth city, Rakhigarhi, on the Ghaggar-Hakra. Rakhigarhi will be discussed briefly in view of the limited published material."
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## PROCESS AND PATTERN OF CAREER CHOICES AMONG MUSLIM ADOLESCENTS

Mohd. Aijaz<sup>1</sup>, Salma Kaneez<sup>2</sup>

### ABSTRACT

*Adolescence is the period when significant career development takes place. The occupational choices made during this formative stage of career shape the whole work life. Adolescents begin to search their career identity, develop an awareness of vocational interests, and undertake career planning and exploration during this time. Researches on the subject indicate that a variety of person, environmental, contextual, and behavioural variables influence the career choice process. These factors could facilitate or impede an individual's career building and trajectories. The purpose of the present study is to investigate how Muslim adolescents contemplate and develop career interests and goals, and what is the trends and composition of their perceived choices. Gender differences in the preferred career choices were also examined. A self-designed Career Goal Scale with Career Goal Setting Scale (CGS) of Mu (1999) was employed to collect the empirical data. A sample comprising 75 Muslim adolescents (40 boys and 35 girls) with age ranging from 16 to 19 years was prepared for the purpose. Descriptive statistics were used to tabulate and analyse the data. Results revealed occupational choices that were conventional, employment oriented, and independence seeking aspired by the majority of adolescents. Findings have implications for career counselling practices, devising appropriate educational interventions, and future research.*

**KEYWORDS:** Adolescents, Career Goal, Vocational Interests, Career Counselling.

### INTRODUCTION

Career selection is one of many important choices adolescents make in determining future plans. Career decisions impact them throughout their work life. A major part of individual life is spent in occupational activities. Choices made during this formative period of development, therefore, shape the entire life course. Previous studies revealed that a host of personal, environmental, behavioural and contextual factors influence the career choice process. Adolescence is a pivotal

<sup>1</sup> Stat. Assistant, Dept. of Statistics & Operations Research, AMU., Aligarh.

<sup>2</sup> Assistant Professor, Dept. of Psychology, AMU., Aligarh.

\*Responding Author

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phase of career preparation and maturity. They begin to clarify their career identity, develop an awareness of vocational interests and undertake career related task of planning and exploration. During adolescence, career goals and aspirations become more realistic in terms of adaptations to personal and environmental characteristics. Career preparation tasks comprise actions or behaviours that are integral to career development process. The chosen occupations structure a large part of people's everyday reality and serve as a major source of personal identity and self evaluation. Moreover, experiences in the work life have considerable repercussions on other domains of functioning as well as personal effects. For instance, an aversive work life has detrimental spill over effects on family relations, whereas a productive, fulfilling work life has a positive spill over on the quality of life (Bandura, 1997). Occupational aspirations are "expressed career-related goals or choices" that provide important motivational momentum for career related behaviours and future educational and career success (Rojewski, 2005). Career decision is a developmental process adolescents undertake. An important developmental task of adolescents is the growth and exploration of future aspirations and career goals (Ryan & Deci, 2001). The vocational endeavours are explored for the purpose of satisfying personal, economic and intellectual goals. Thus, career choice is a very complex and dynamic process. It is often overlooked that children are engaging in the dynamic process of career exploration, which involves exploring the world of work, examining the self and understanding how the two are related (Hartung *et al.*, 2005). To cope with these developmental tasks, Super (1990) advocated active engagement comprising planning, exploring, information gathering and learning decision-making skills.

Empirical research suggests that career exploration and planning are positively related to career commitment and decidedness in adolescents (Creed, 2005; Hirschi *et al.*, 2007). In one study (Patton & Creed, 2007), adolescents who aspired and expected high status occupations had higher career decision-making self-efficacy and less career indecision, whereas students whose aspirations and expectations were discrepant were less confident about making a career-related decision, more career indecisive and had lower level of career maturity. Occupational aspirations and expectations have been shown to be related to a wide range of personal and situational variables including gender, race, socio-economic status, educational aspirations and attainments, self-esteem and self-efficacy, family and social environments, social support, parental aspirations and parenting style. To be precise, a review of literature showed that three areas of a students' life affect the career choices they make: environment, opportunity and personality. All these play varying roles in career outcomes. Throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment (Kroll, 1970). Career development process is the balancing of recognizing and meeting needs of the individual and responding to the outer forces and realities of life. Career decision factors, therefore, involve two sets of inputs: the self and the world of work. The individual in a career journey has constantly to balance one's aspirations and to know how they have fitted into the reality of workplace. The personality factors include the abilities, interest, self-knowledge,

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esteem and special skills. Lastly, opportunity is an important factor shaping the career path. It may influence how students have perceived their future in terms of the reasonable probability of a future in a particular career field. Hence, these social cognitive variables stimulate career choice actions which are necessary for the young person to make progress towards identified career goals (Rogers & Creed, 2011).

According to Census data, Muslims form one of the important categories of the educationally backward communities of India. About 26% of Muslims completed secondary education and only 6% of the relevant age cohort attained higher education (GoI, 2006). It is also evident that Muslims are at a much larger disadvantage at the higher secondary level and unemployment rate among Muslim graduates is the highest. Presently, India is experiencing a 'demographic dividend' where more than one-third of her population consists of adolescents. Muslims constitute a considerable proportion of this young population. But little academic attention has been given to this issue.

### OBJECTIVE

The purpose of the present study was to find out how Muslim adolescents were making career choices and what their perceived career goals were. Gender differences in career choices were also explored.

### METHOD

#### *Participants:*

A total of 75 students (40 male & 35 female), aged between 16-19 years attending Senior-Secondary Schools was purposively chosen for the study. Our sample comprised adolescents from different educational streams in equal proportion and all belonged to Muslim families from middle income group located in Aligarh.

#### *Instruments:*

**(a). Career Goal Scale:** Career related goals were assessed by asking a simple question, "Do you have any career goal? If yes, please rank the listed career goals in order of your preference from 1-10 (most preferred to least). Certainty about goal achievement and most influential person in career decision were also assessed.

**(b). Career Goal Setting Scale (Mu, 1999):** This is a six items scale used to measure the level of career related goal setting (CGS). Respondents were asked to indicate their agreement with each item on a 5-point scale with end points of "strongly agree" to "strongly disagree". This gave a possible range of 6-30, with higher score representing more career related goal setting. The internal reliability of the scale with the present sample was found to be 0.72.

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### ***Procedure:***

The principal, teachers and parents of students were contacted prior to the data collection. After obtaining necessary consent from all concerned, the respondents were briefed about the purpose and importance of the study. They were also ensured of the confidentiality of the information required. They were provided structured questionnaires with biographical information blank (BIB) and asked to respond as per instructions given in the scale.

### **STATISTICAL ANALYSIS:**

The data were analysed using descriptive statistics through SPSS 17.0.

***Table -1: Showing demographic characteristics, percentage and career goal setting of Muslim Senior Secondary School students.***

<b>Demographic and other Variables</b>		<b>Total Students Frequency (%)</b>
<b>Socio-economic Status</b>	Low SES Middle SES High SES	31 (41.33) 28 (37.33) 16 (21.33)
<b>Parental Education</b>	Illiterate Up to SSS Up to Graduation	8 (10.67) 41 (54.67) 26 (34.67)
<b>Family Type</b>	Nuclear Joint	46 (61.33) 29 (38.67)
<b>Residential Area</b>	Urban Rural	59 (78.67) 16 (21.33)
	Total	75 (100)
<b>Percentage (Mean)</b>	Boys Girls	68.73 (8.13) 70.83 (8.11)
<b>Career Goal Setting (CGS)</b>	M: SD (Boys) 22.88: 4.00	M: SD (Girls) 22.54: 3.88

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**Table -2: Showing perceived career goals/ occupations of adolescent Muslims.**

**N=75 (Boys 40; Girls 35)**

<b>Career Goal/ Occupation</b>	<b>Boys Frequency (%)</b>	<b>Girls Frequency (%)</b>	<b>Total Frequency (%)</b>
<b>Doctor</b>	15 (37.50)	15 (42.86)	30 (40)
<b>Engineer</b>	8 (20.00)	7 (20.00)	15 (20)
<b>Business</b>	6 (15.00)	1 (2.86)	7 (9.33)
<b>Accountant (Banking)</b>	5 (12.50)	2 (5.71)	7 (9.33)
<b>School Teacher</b>	0	2 (5.71)	2 (2.67)
<b>University Teacher</b>	1 (2.50)	1 (2.86)	2 (2.67)
<b>Civil/State Services</b>	1 (2.50)	1 (2.86)	2 (2.67)
<b>Lawyer</b>	1(2.50)	0	1 (1.33)
<b>Journalist</b>	1 (2.50)	0	1 (1.33)
<b>Other</b>	2 (5.00)	1 (2.86)	3 (4.00)
<b>Undecided</b>	0	5 (14.28)	5 (6.67)
<b>Total</b>	40 (100)	35 (100)	75 (100)

## RESULTS AND DISCUSSION

Results of the study presented in table-2 clearly indicate that a majority of students i.e. 42.86% of girls and 37.50% of boys were aspiring to become a doctor. Engineering occupation emerged as the second important career option as shown by 20% of boys and girls. Among the boys, 15% of them preferred to pursue their career in Business, while 5.71% of girls wished to become School Teacher. In the next order of preference, almost equal proportion i.e. (1%) of students planned to enter into Civil/State Services. Teaching, journalism and law were least preferred occupations among boys and girls. It was further manifested that about 14.28% of girls were not clear about their goals. As portrayed in the table, by and large students revealed career choices carrying social prestige. The traditional professions of medical and engineering still figured on the top amongst the participants. It is worth noting that a considerable proportion of girls were opting engineering and accountancy as their career. These were conventionally considered as male dominated vocations. It may be purported that no difference could be noticed between boys and girls with respect to their career aspirations. In fact girls had high level of career aspirations given the cultural hurdles faced by them. Further, mean value of career goal setting (CGS) showed that boys (M=22.58; SD=4.00) as compared to girls (M=22.54; SD=3.88) manifested greater CGS and consequently were more certain to achieve their goals. This might be possible due to the fact that the career and education of boys were prioritized by the society. Another important point is that about 65% of students expressed parents' influence on their career decision.

## CONCLUSION

It may now be concluded that majority of participants preferred traditional and prestige-related future occupations of medical and engineering. However, trends show that an increasing number of girls were keen to venture into professions like commerce, accountancy and state services earlier considered male dominated. Boys in comparison to girls indicated higher level of career goal setting. Parental expectations appeared to have played central role in influencing career targeting process. The findings also reflect lack of awareness of new courses and opportunities available at the crucial Senior-Secondary stage. In contemporary India, new occupations are constantly emerging. Mindsets that place occupations on a prestige hierarchy often prevent young career aspirants from actualizing their talents. Hence, guidance and counselling that would facilitate effective career decision-making irrespective of educational background assume a special urgency in the current Indian situation.

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## EFFICACY OF COGNITIVE-BEHAVIOUR THERAPY IN TREATING MIXED ANXIETY AND DEPRESSION: A CASE STUDY

Kamble J<sup>1\*</sup>, Singh. R<sup>2</sup>

### ABSTRACT

*The aim of this case study was to assess the effectiveness of cognitive-behavioral therapy in the treatment of mixed anxiety-depression disorder. The client was a 35 yrs. old male, suffering from mixed anxiety and depression symptoms as diagnosed by the Psychiatrist. The assessment comprised of Hamilton anxiety scale and Beck depression inventory. The therapeutic program consisted of 12 sessions. The result showed that Cognitive-behavior therapy was effective in reducing anxiety and depression.*

**KEYWORDS:** Mixed Anxiety-Depression Disorder, Cognitive-Behavioral Therapy.

### INTRODUCTION

According to the World Health Organization (WHO), anxiety and depressive disorders are the most common and prevalent mental disorders, with anxiety disorders as the most prevalent mental disorder. The rate of comorbidity between anxiety and depressive disorders is also significant. For example, the average rate of comorbidity between major depressive disorder and anxiety disorders exceeds 50%. The combination of typical depressive symptoms, such as low mood, lassitude and pessimism about the future, and anxious ones, such as tension, insomnia and irritability, is so common that about one in seven of the population is suffering from them at any one time (Meltzer et al, 1994).

Subsyndromal anxiety and depression, though clinically failing to meet formal diagnostic criteria, has a significant potential to impair day-to-day functioning (Dozis D et al, 2004). Despite the fact that subsyndromal anxiety and depressive symptoms have a tendency to become chronic, they often receive little clinical attention, prompting the need to develop effective treatment strategies (Goldney et al 2004, Lavretsky, et al, 2002). Moreover, patients with

<sup>1</sup> M. Phil. Clinical Psychology 2nd year IBS, GFSU Gandhinagar, Gujarat

<sup>2</sup> Lecturer, IBS, GFSU Gandhinagar, Gujarat

\*Responding Author

subsyndromal anxiety and depressive symptoms are at greater risk than the general population for developing clinical anxiety and depressive disorders when faced with psycho-social stressors (Katon W. et al, 1991).

Cognitive and behavior therapy have demonstrated effectiveness in treating anxiety and depressive disorders (Butler, et al, 2006). There is evidence suggesting that current psychotherapy models can reduce subsyndromal symptoms (Konnert C, et al, 2009).

Outcome studies have indicated the efficacy of Cognitive Therapy for a variety of mental disorders, including major depressive disorder, generalized anxiety disorder, panic disorder and social anxiety disorder.

CT is also effective in the treatment of mixed anxiety–depressive disorders and in heterogeneous anxiety disorders in group format. Furthermore, preventive studies with at-risk populations indicate the potential effectiveness of CT-based programs.

### **CASE HISTORY**

Index patient I.P., aged 36 years, married male, working in a BSF-Army, having two daughter, belonging to Middle SES, living in BSF Camp, came to the hospital alone with the chief complaints of body pain, low mood, excessive negative thinking, fatigability, nervousness in social situation, palpitations, decreased sleep & appetite and Low Self-confidence since 2 years. The client was asymptomatic before 2 years after which he started worrying that he will not be able to do any work what has been assigned to him during training period. Thereafter, he also showed symptoms like increased heart rate, sweating and nervousness. He remained preoccupied with excessive negative thoughts about his work. He started experiencing sadness of mood, feelings of hopelessness, worthlessness and irritability. However the headache persisted, he was unable to sleep peacefully during night. He would also experience symptoms of nausea and weakness.

Patient's home atmosphere was congenial. His attitude towards parents and other family members was positive. Mr. I.P. started going to school at the age of 4 yrs. He was an average student in school. From his childhood itself he had fear of facing social situation and also failed in the 6<sup>th</sup> std. He studied upto B.Com. He did not show interest in extra-curricular activities. He joined BSF-Army at the age of 32 yrs. as a clerk. He used to feel that he is less competent than his colleagues and thus spent most of the time alone in office.

On Mental Status Examination, he was well-kempt, tidy and looked age appropriate. His hair was groomed properly. Eye contact was maintained. Attitude towards examiner was cooperative. Rapport was easily established. His psychomotor activity was decreased. His speech was audible, relevant, coherent and goal-directed. Reaction time was normal. His subjective mood

was sad and appeared to be anxious. He was well oriented to time, place and person. His attention was easily aroused and was sustained. Thought content revealed feelings of helplessness, worthlessness, anxiety and worry. Immediate, recent and remote memory was intact. On the basis of information, comprehension, vocabulary and calculation, his intelligence was on average level. His personal, social and test judgment was intact. The patient's insight was at grade IV level.

### **PRE ASSESSMENT**

To assess severity of impairment caused due to disorder pre assessment was done.

Test administered:

1. Hamilton Anxiety Rating Scale (HARS)
2. Beck Depression Inventory (BDI-II)

Hamilton Anxiety Rating Scale (HARS) test was administered to measure the depression level of the patient. On this test total score was found to be 29 which indicate patient is having severe level of depression.

Beck Depression Inventory (BDI-II) test was administered to measure the anxiety level of the patient. The total score on this test was found 34 which show severe level of anxiety.

### **Management**

Procedure of Cognitive-Behavior Therapy was implemented, to help patient deal with symptoms of anxiety and depression.

#### ***Initial phase***

Initial phase was conducted in 2 sessions; duration of each session was 45-50 minutes. In the initial phase, detailed history taking, Mental Status Examination and psychological testing were carried out.

#### **Psycho education**

Detailed psycho education was given to the patient in which he was informed about his problem, its mode of onset, course, progress and prognosis. Also possible reason behind the problem was discussed to develop insight about illness.

The client was also informed about the therapy and the ways he can help in the therapy. Use and importance of the therapy and drugs were also discussed.

#### ***Middle phase***

At first graded exposure was used. The client used to feel nervous in different situations especially when he has to work on the assigned task which also included interaction and presentation. So he was gradually exposed to all those situations such as he was gradually made



to speak in front of 2 people, 3 people and more. It was observed that after repeated exposure to these situations, his anxiety was reduced as rated by the client.

Secondly deep breathing training was used. Mr. I.P. was taught deep breathing exercise combat the symptoms such as difficulty in breathing, excessive sweating and nervousness. This technique is helpful to bring physical symptoms of anxiety under control. He was told to do this himself once taught. After the patient was able to relax on his own, he was told to use this at home also.

Thirdly Self instructional training was used. Mr. I.P. was told to give positive self statement to increase his own self-confidence. In starting he has to instruct himself verbally. When he became able to use it effectively, he was told to use it without verbalization.

Fourthly, thought stopping and thought distraction was used. Patient was taught how to stop his negative thoughts. He was taught to say 'stop' when these negative thoughts come into his mind. After getting the command on thought stopping process he has to distract his mind into another activity that is pleasurable to him it may include watching T.V, talking to others and helping his mother, etc.

Fifthly, analysis and Modification of Dysfunctional thoughts were used. Mr. I.P. was explains about cognitive behavior model and how emotions, thoughts, and behaviors all influence each other. It was asked to maintain a dairy in which he had to write all negative thoughts related emotions. Then he was taught how to challenge and modify those negative thoughts by realistic and rational way.

Lastly, social skills training were used. To reduce the avoidance of social situations and fear of negative reactions from others, he was helped to gain social skills. It includes properly dressing, learn how to shake hands, make eye contact, how to start a conversation and be a good listener.

### ***Termination phase***

In this phase, Mr. I.P. was explained about the arousal and maintaining factors in the illness in detail and the ways to prevent them. The role of medication for relapse prevention was also told. He was also told to consult doctor and the therapist whenever warning signs are evident.

### **OUTCOME OF THE THERAPY**

Total 12 sessions were held, the patient's nervousness when performing assigned task decreased, his academic performance while in training improved, self-confidence increased and severity of body pain was also reduced as reported by him. To evaluate the progress post assessment by using Beck Depression Inventory and Hamilton Anxiety Rating Scale was done. Scores obtained were 8 and 10 respectively which indicated no symptoms of depression and anxiety. Patient was encouraged to comply with the medicine and come for follow up if necessary.

## DISCUSSION

The client had body pain, low mood, excessive negative thinking, fatigability, nervousness in social situation, palpitations, decreased sleep & appetite and Low Self-confidence since 2 years. The examination of pretest and posttest revealed that the client enrolled in the cognitive behavior therapy program experienced a reduction in mixed anxiety and depression symptoms as measured by Hamilton anxiety rating scale and Beck depression inventory. It was also found that skills utilization increased over time after treatment sessions, this finding could be interpreted as the client has been strengthening his skills use, and he has been generalizing skills taught in the therapeutic program to new situations over follow period. Cognitive-behavior therapy is an effective treatment for these symptoms.

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## CLINICAL INTERNSHIP: A CONSTRUCTIVE OR COMMERCIALIZED APPROACH

Aastha Dhingra<sup>1\*</sup>, Vishal Parmar<sup>2</sup>

### ABSTRACT

*Internships are important components of a well-rounded study of psychology. In an internship, you can see psychological theories and concepts come to life!*

*An internship is a planned, structured, and closely supervised educational experience involving “real world” work that is closely related to a student’s anticipated career path. The purposes of the Psychology internship include providing students with opportunities to enhance and supplement the college classroom learning experience by “learning through doing;” develop and apply new knowledge about human behavior as well as new social and interpersonal skills; explore and reflect on personal strengths and weaknesses related to interpersonal behavior in work settings; explore and reflect on future career and employment options; and develop a network of contacts and references, which will lay a foundation for future employment and/or education and training.*

*But unfortunately in today’s world where most of the population and various institutions are heading towards commercialization, the quality of services being provided are compromised. The objective of the survey is to find how sturdy and effectual is the internship structure, delivery of services and Guidance being provided by various hospitals, institutions, and other clinical set-ups to the budding clinical psychologists. The survey was conducted in Delhi and NCR where significant results were found as discussed in the paper.*

**KEYWORDS:** Internship, Commercialization, Clinical Psychology, Training.

### INTRODUCTION

*“Any official or formal program to provide practical experience for beginners in an occupation or profession.”*

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<sup>1</sup> Director & Co-Founder, AD Executive Training & Coaching Pvt. Ltd. Gurgaon, NCR, Haryana

<sup>2</sup> Psychologist and Project Coordinator, Manas Charitable trust for Mental Health, Ahmedabad, Gujarat.

\*Responding Author

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## CLINICAL INTERNSHIP: A CONSTRUCTIVE OR COMMERCIALIZED APPROACH

The modern concept of internships essentially springs from the medieval apprenticeship, in which skilled laborers (often craftsmen) would teach a young person their trade and, in exchange, that person would agree to work for the teacher for a certain length of time.

The main difference between an apprenticeship and an internship is that internships are more exploratory. You're not bound to work for your employer after the internship is over (although many interns do receive job offers). If you start early enough to do a few internships throughout college, you can use the first ones to get a feel for what career you'd like to pursue and the later ones to build your experience.

Internships are important components of a well-rounded study of psychology. In an internship, you can see psychological theories and concepts come to life! In addition to the real-world application of psychology, an internship is an exciting opportunity for you to explore career possibilities, gain hands-on experience, and build your network by meeting people who are working in the specific field matching your career goals. Internships allow you to “try out” a career before deciding if it is the right path for you.

Internships also enhance your marketability in the professional world. For students entering today's competitive job market directly after earning their undergraduate degree, internships are practically a must. They're a key factor in setting you apart as a job candidate. As an intern working with a professional in your field of interest, you'll be able to apply your in-depth classroom knowledge to real-world applications. All employers' value hands-on experience coupled with a solid academic foundation!

Another reason that internships are a good idea: it could lead you to a full-time job after graduation! Nearly 40% of interns go on to full-time employment with the company they intern with. Also, by building your network and experience in the field, you will discover even more job opportunities outside of your internship site.

Though employment isn't guaranteed at the end of an internship, many employers use internships as a way to train and evaluate future employees. In fact, a 2009 NACE survey of U.S. employers with interns found that 67% of those interns were given job offers after their terms were complete.

The primary goal of the program is to provide high quality training that will prepare psychology students for the practice of professional psychology. Upon completion of the program, interns are expected to be able to function as competent, ethical, entry-level psychologists able to provide a variety of psychological services in a variety of clinical settings.

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Internships provide comprehensive clinical training with severe psychopathology in child, adolescent and adult psychiatric populations. It is designed to prepare generalists who are capable of providing mental health services to diverse populations. The internship provides intensive experiential training in core areas of psychology practice including diagnosis and assessment, therapeutic intervention, psychological testing, crisis intervention, consultation and scholarly inquiry. Interns also gain direct experience with the hospital practice of psychology and are exposed to matters of professional practice. Interns who complete the program will be capable of functioning autonomously and responsibly in a variety of professional psychology roles.

The internship training experience is primarily experiential and developmentally structured in terms of sequence, intensity, duration and frequency so that interns assume increased responsibility and independence as the year progresses. The training experiences are designed to build upon skills and competencies obtained and to provide new clinical and training experiences.

### **Characteristics include:**

- Duration of anywhere from a month to two years, but a typical experience usually lasts from three to six months.
- Generally a one-time experience.
- May be part-time or full-time.
- May be paid or non-paid.
- Internships may be part of an educational program and carefully monitored and evaluated for academic credit, or internships can be part of a learning plan that someone develops individually.
- An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional “learning agenda” is structured into the experience.
- Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment.
- An effort is made to establish a reasonable balance between the intern’s learning goals and the specific work an organization needs done.
- Internships promote academic, career and/or personal development.

Adapted from materials published by the National Society for Experiential Education (NSEE)  
All training experiences occur in an atmosphere of modeling, mentoring and collaborative interaction with the supervisors and senior psychology staff members. Internship training is accomplished through direct clinical experience, individual and group supervision, didactic seminars, treatment team staff meetings, psychotherapy seminar, professional consultation, peer-group meetings, continuing professional education and scholarly readings. The internship

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training program emphasizes an understanding and appreciation for diversity both within the group of interns and across all internship activities. While interns participate in core training activities to build useful competencies to function independently as professional psychologists, they also have the opportunity to focus on some of their own interests in each training rotation.

The internship program combines intensive clinical and didactic training to help solidify and consolidate the intern's understanding of psychological theory as it applies to clinical practice. While the primary focus of the internship is the clinical practice of psychology, the application of pertinent literature and research is strongly emphasized. Interns are exposed to the integration of research and practice through didactic training, seminars, supervision, treatment team meetings, case conferences, assigned readings in professional journals and books, continuing professional education and the activities of their supervisors. The internship encourages clinical thinking, independent scholarly inquiry and the consideration and implementation of scientific empirical findings in all clinical work.

*The purposes of the Psychology internship include providing students with opportunities to:*

- Enhance and supplement the college classroom learning experience by “learning through doing;”
- Develop and apply new knowledge about human behavior as well as new social and interpersonal skills;
- Explore and reflect on personal strengths and weaknesses related to interpersonal behavior in work settings;
- Explore and reflect on future career and employment options; and
- Develop a network of contacts and references, which will lay a foundation for future employment and/or education and training.

The central theme of the internship concept is that work experience outside of the college classroom can greatly enhance education and better prepare students for entry into jobs and careers after college.

A goal of the Psychology program is to help students develop knowledge and skills in areas of applied psychology that will help them function effectively in the work world. Although much of this knowledge and many of the skills will develop through classroom lecture and discussion, active learning projects, presentations, and writing assignments, the internship adds a unique and essential learning experience, which complements classroom learning. As a result of the work experience, Psychology graduates will have a broader and more practical college experience and will be better prepared to enter jobs in social service organizations and businesses, which require knowledge and skills related to applied psychology.

### **KEY TASKS TO LEARN DURING INTERNSHIP:-**

- ❖ Demonstrate an understanding of child, adolescent and adult psychopathology and the ability to make differential diagnoses using the DSM-V.
- ❖ Demonstrate the ability to administer, interpret and integrate a variety of assessment measures (e.g., cognitive, behavioral, affective, personality, memory, motor, and verbal functioning).
- ❖ Demonstrate the ability to develop an appropriate case formulation, link assessment data to treatment recommendations, communicate results, and prepare a quality written report.
- ❖ Demonstrate a basic understanding of neuropsychological disorders and issues and the ability to use and interpret basic neuropsychological assessment measures.
- ❖ Demonstrate the ability to implement a variety of effective interventions (e.g., individual therapy, family therapy, marital/couples therapy, group therapy and crisis intervention) and to appropriately evaluate treatment outcomes.
- ❖ Demonstrate the ability to develop and maintain appropriate therapeutic relationships (e.g., establish rapport, define boundaries, transference and counter transference, termination issues, etc.).
- ❖ Demonstrate an awareness and sensitivity to issues of diversity and a desire to learn more about individuals from diverse backgrounds through diversity training seminars, reading and supervision.
- ❖ Demonstrate an understanding of the effects of individual differences on the therapeutic process and the ability to evaluate and address the therapeutic needs of diverse populations (racial/ethnic/multi-cultural, gay/lesbian, disabled, etc.).
- ❖ Periodically reviews the patient satisfaction surveys and related data, is responsive to feedback, and participates in program development and improvement.

### **HOW DO INTERNSHIPS BENEFIT EMPLOYERS?**

- Year round source of highly motivated pre-professionals
- Students bring new perspectives to old problems
- Visibility of your organization is increased on campus
- Quality candidates for temporary or seasonal positions and projects
- Freedom for professional staff to pursue more creative projects
- Flexible, cost-effective work force not requiring a long-term employer commitment
- Proven, cost-effective way to recruit and evaluate potential employees
- Your image in the community is enhanced as you contribute your expertise to the educational enterprise.

But unfortunately in today's world where most of the population and various institutions are heading towards commercialization, the quality of services being provided are compromised.

The objective of the survey is to find how sturdy and effectual is the internship structure, delivery of services and Guidance being provided by various hospitals, institutions, and other



clinical set-ups to the budding clinical psychologists. The survey was conducted in Delhi and NCR.

## **METHOD**

### ***Sample: -***

For this study a sample of 70 interns ( both graduates and post graduate students) in the field of clinical psychology, counseling psychology, special education were taken only from private hospitals. They were interviewed and a questionnaire was being filled up.

### ***Procedure***

This study was undertaken where the 70 interns (both Graduates and Post Graduate Students) in the field of clinical psychology, counseling psychology, and special education were taken only from private hospitals. They were interviewed and a questionnaire was being filled up. First a rapport was made with the interns, then after the rapport was built, they were briefed about what they were required to do. On the basis of data collected the result was analyzed.

## **DISCUSSION AND CONCLUSION**

Internships are the training and experience component of a curriculum. They are career-oriented endeavors of practical application. High schools focus the curriculum around internships so as to make learning real. Student internships have a sound educational foundation and philosophical basis. Internships in different disciplinary areas involve projects and activities that are meaningful to students and that advance their academic programs. Students make use of their prior classroom learning to build a bridge to the world outside the classroom. They relate their skills and knowledge to the practice of applied experiences in actual work situations, and then integrate their internship field experiences back into academic school programs, curriculum and classroom learning. Work-based internship programs that are able to establish connections between work and school and that are closely tied with the school curriculum are preferable. The type of learning that is fostered by internships is experiential. It is active learning that is based on doing, on “what works” and in which experience is central. It is learning in the community, in the real world and in actual work situations. It is interacting and engaging with the environment, where problem-solving is emphasized. It is learning that is individualized to meet one’s own needs and interests, and combines learning how to learn on one’s own (i.e., independent learning) and learning with the help, support and guidance of others (i.e., cooperative learning).

Work-based internship programs have associated costs for their design, delivery and sometimes for student participation. The number of hours students are involved in internships may have negative effects on some aspects of their school performance and may interfere with students’ homework time. Some high-school internships are geared for boys and girls, yet female students are more likely to participate in work-based internships than male students. Additional work-based internships involving activities and settings that appeal to male students need to be developed.

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Many students have interned with more than one organization, since students typically need multiple internships to fill out their resumes for college or postsecondary employment. Unless internships provide challenging and high-quality experiences for students, then participating in them can become a “zero-sum game” in which students take internships for the sake of developing a list to impress college-admissions directors and/or future employers.

But unfortunately in today’s world where most of the population and various institutions are heading towards commercialization, the quality of services being provided are compromised.

Thus after conducting the questionnaires and a brief interview with the subjects following issues were concluded :-

- The interns were charged from Rs. 6000 to Rs.12000 per month.
- In many private institutes and hospitals the interns were not given any kind of receipt against the payment they made for internship.
- The interns were given the responsibility of taking the history or MSE from the patients of his/her family, without any supervision of any counselor.
- Interns also reported that they were not allowed to see any counseling case that the counselor or therapists were taking.
- It was observed that there is no set format/ guidelines being given to the students or available with the doctors or counselors in the hospitals.
- At most of the places interns are asked to sit and read certain books and find answers to their own queries rather than addressing to their questions.
- There’s not enough work assigned to the interns and they feel bored and underutilized.
- Because interns are just glad to get a foot in the door, some work places took advantage of young workers by giving them very long hours of dull repetitive work including typing work, calling etc.
- Competition with other interns
- Your work is not used. The Supervisor gives the intern a project/article/research that s/he finally feels will make use of the college education. But it ends up never being published, getting lost on their desk, or, whoops – there was a miscommunication between the senior staff and your project is now unnecessary. Not only is this frustrating because of your seemingly wasted time and effort, but it makes you less motivated for projects in the future.
- Another common complaint of students is that they are not receiving adequate supervision i.e. at least once a week.
- A lot of workshops are being held on psychometric testing where undergraduate and post graduate students are eligible but these students can’t practice all these tests before MPhil.

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- One of the more common complaints of interns is their dissatisfaction with performing occasional clerical duties or seemingly irrelevant "paper work." The extent to which an intern is expected to engage in these types of activities should be clearly stated in the intern's contract. Often, when these complaints surface, either the intern needs to understand better the necessity of these seemingly tedious tasks or, if the intern is not being given a professional experience, the issue needs to be discussed with the internship supervisor. This teaches the intern how to be assertive and work within a system. If the intern is unsuccessful in attempting to remedy the problem, the faculty supervisor may meet with the intern and the internship supervisor to clarify the terms of the internship contract.
- One of the most serious and difficult problems occurs when the internship site asks the student to perform duties for which they are not adequately trained, such as administering psychological tests which they have not been trained to use, or performing psychotherapy. This is unethical. It has been found that this problem has occurred almost exclusively at small, privately owned psychotherapy clinics. For example, one student working in a private psychological clinic was asked to substitute in a family therapy session for one of the therapists who had a conflicting appointment. At another setting, a student was asked to administer one of the Wechsler Intelligence Tests after having only reviewed the manual at home. In both of these situations, the clients were charged for the services of a licensed psychologist. In situations like these, the faculty supervisor must intervene very quickly to protect both the student and the client. If an immediate change in the behavior of the internship supervisor does not occur, the student should be removed from the internship and be given an alternate placement. It is because of experiences like these that colleges no longer allow their students to work at privately owned for-profit sites.
- Many of these problem can be circumvented by a well written contract. One problem that is occasionally encountered is intern absenteeism. It is common for an intern to miss work due to poor weather conditions, car trouble, illness, or the need to study. In order to impress upon the intern the importance of their attendance, the contract should address the issue of absenteeism. The contract should delineate how and when a student will make up hours that they have missed, and whether penalties will be instituted if an unacceptable level of absenteeism is reached. Thus, the internship should help a student explore their career interests and develop skills and contacts that will be useful when they graduate. Finally, the internship should cultivate the students' commitment to make a contribution to the community. Many students have indicated that they have found the internship experience and the internship class to be the most important course in their college career.

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## A STUDY OF ELECTIONS IN INDIA: SCIENTIFIC AND POLITICAL REVIEW

Alpesh Purohit<sup>1\*</sup>

**KEYWORDS:** Elections, Political Science, India, Media, Democracy, Methodology

### INTRODUCTION

Politics in India take place within the framework of its constitution, as India is a federal parliamentary democratic republic, in which the President of India is the head of the country and the Prime Minister of India is the head of the government. India follows the dual polity system, i.e. a double government which consists of the central authority at the centre and states at the periphery. The constitution defines the organization powers and limitations of both central and state governments, and it is well-recognised, rigid and considered supreme; i.e. laws of the nation must conform to it. There is a provision for a bicameral Union legislature consisting of an Upper House, i.e. Rajya Sabha, which represents the states of the Indian federation and a lower house i.e. Lok Sabha, which represents the people of India as a whole. The Indian constitution provides for an independent Judiciary which is headed by the Supreme Court. The court's mandate is to protect the constitution, to settle disputes between the central government and the states, inter-state disputes, to nullify any central or state laws that go against the constitution and protect fundamental rights of citizens, issuing writs or their enforcement, in case of violation.

The governments, union or state, are formed through elections held every five years (unless otherwise specified), by parties that claim a majority of members in their respective lower houses (Lok Sabha in centre and Vidhan Sabha in states). India had its first general election in 1951, which was won by the Indian National Congress, a political party that went on to dominate the successive elections up until 1977, when the first non-Congress government was formed for the first time in independent India. The 1990s saw the end of single party domination and rise of coalition governments. The elections for the 17th Lok Sabha, held from April 2014 to May 2014, once again brought back single-party rule in the country, with the Bharatiya Janata Party being able to claim a majority in the Lok Sabha.

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<sup>1</sup> Research Scholar, Dept. of Political Science, Sardar Patel University, Vallbh Vidyanagar.

\*Responding Author

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In recent decades, Indian politics has become a dynastic affair. The reasons for this state of affair could be the absence of a party organization, independent civil society associations that mobilize support for the party, and centralized financing of elections.

### **THE STUDY OF INDIAN ELECTIONS: AN OVERVIEW**

At least three previous reviews of election studies have been realized, by Narain (1978), Brass (1985), and Kondo (2007). Both Narain and Kondo provide a fairly exhaustive list of publications in this field, and discuss their relevance and quality. Brass' review also offers a detailed discussion of the advantages and limitations of ecological approaches, to which I will later return.

There is no need to repeat this exercise here. But in view of situating the debates described in the next section of the paper, I simply want to sketch a broad typology of election studies published since the late 1980s—a moment which can be considered as the emergence of the new configuration of the Indian political scene, characterized by (i) the importance of regional parties and regional politics; (ii) the formation of ruling coalitions at the national and regional levels; and (iii) the polarization of national politics around the Congress, the BJP, and the 'third space'.

All three reviews of the literature highlight the diversity of disciplines, methods, authors, institutions, and publication support of studies of Indian elections. But a major dividing line appears today between case studies and survey research (which largely match a distinction between qualitative and quantitative studies), with a number of publications, however, combining elements of both.

### **OTHER APPROACHES**

A number of articles and books on Indian elections combine different methodological approaches. Thus some of Banerjee's conclusions are shared by the political scientists Ahuja and Chibber (n.d.), in an interesting study combining quantitative and qualitative methods (i.e. election surveys (1989-2004) and a series of focus group discussions) in three large Indian states. In order to understand the particular pattern of electoral turnout described by Yadav as characteristic of the 'second democratic upsurge' (Yadav 2000), Ahuja and Chibber identify three broad social groups, defined by three distinct 'interpretations' of voting. They argue that 'differences in the voting patterns of opposite ends of the social spectrum exist because each group interprets the act of voting differently'. Thus the act of voting is considered as a 'right' by the groups who are on the lower end of the socio-economic spectrum—the 'marginalized'; as an 'instrument [...] to gain access to the state and its resources' by those in the middle of that spectrum—the 'State's clients'; and as 'civic duty' by those at the top—the 'elite' (Ahuja & Chibber 2009: 1-9). Among the 'other approaches' of elections, one also finds a number of monographs devoted to a single election. For instance Myron Weiner's study of the 1977 election constitutes an interesting, contemporary account of the beginning of the end of Congress

dominance over Indian politics, with the first part devoted to the campaign and the second part to the analysis of results, on the basis on a medley of methods typical of political science:

In four widely scattered cities – Bombay, Calcutta, Hyderabad, and New Delhi—[the author] talked to civil servants, candidates, campaign workers, newspaper editors, and people in the streets, attended campaign rallies and visited ward offices, collected campaign literature, listened to the radio, and followed the local press (Weiner 1978: 21)

In the 1990, a series of collective volume were published on parliamentary elections (for instance Roy & Wallace 1999). Often based on aggregate data such as those published by the Election Commission of India, they offer a series of papers that are interpretative, speculative, critical in nature. The renaissance, so to speak, of electoral surveys, came from another academic turned journalist: Prannoy Roy. An economist by training, Roy learnt survey research in the United Kingdom. After coming back to India in the early 1980s, he applied this method to Indian elections. He co-produced a series of volumes, with Butler and Lahiri, he conducted a series of all India opinion polls for the magazine India Today, but more importantly in 1998 he founded a new television channel, New Delhi Television (NDTV) on which he anchored shows devoted to the statistical analysis of elections—thus popularizing psephology. The link between these two pioneering institutions of psephology, CSDS and NDTV, was provided by Yogendra Yadav, a young political scientist who was brought from Chandigarh University to the CSDS by Rajni Kothari. Yadav revived the data unit of the CSDS and went on to supervise an uninterrupted series of electoral studies which have been financially supported and publicized by the print media, but also by NDTV. Yadav's expertise, his great ability to explain psephological analyses both in English and Hindi, made him a star of TV shows devoted to elections, first on NDTV, and then on the channel co-founded by the star anchor Rajdeep Sardesai after he left NDTV: CNN-IBN. In 1995, the CSDS team around Yogendra Yadav created Lokniti, a network of scholars based in the various Indian states, working on democracy in general and on elections in particular. The Lokniti network has been expanding both in sheer numbers and in terms of disciplines, and it has consistently observed elections since 1996.

## **POLITICAL ISSUES**

One can distinguish three types of relationship between elections studies and politics, which correspond to three distinct, if related, questions. Firstly, how do elections studies meet the need of political actors? Secondly, to what extent are they an offshoot of American political science? And thirdly, what representation of democracy do they support?

Firstly, the development of survey research is directly linked to Indian political life: In the 1950s there were virtually no market research organizations in India. The dominance of the Congress diminished any incentive to develop political polls (Butler *et al.* 1995: 41).

At the time of the second non-Congress government at the Centre (1989-1991), political parties started commissioning surveys which they used to build their electoral strategy (Rao 2009). Indian elections have been decided at the state level since the 1990s, and the proliferation of national pre-poll survey from the 1991 election onwards can be linked to the uncertainty of the electoral results in a context of increasing assertion of regional parties (Rao 2009). The fact that the CSDS resumed its elections series in 1996 is doubtlessly linked to the transformations that have been characterizing the Indian political scene since the beginning of that decade. The rise to power of the Bahujan Samaj Party in Uttar Pradesh and its emergence in other North Indian states, and more generally the fragmentation of political representation, with new parties representing increasingly smaller social groups, has made it increasingly necessary to know who votes for which party in which state—and why.

Furthermore the decentralization policy adopted in 1992 has generated a lot of interest both from actors and observers of Indian politics. Today the newfound interest for ethnographic, locally rooted types of election studies may well have to do with the fact that the national scale is increasingly challenged as the most relevant one to understand Indian politics.

Secondly, a more covert, but no less important aspect of the debate relates to what could be roughly called the ‘Western domination’ of survey research. Methods have been learnt by leading Indian figures in the United States or in the United Kingdom (even in the 2000s, CSDS members get trained in the summer school in survey research in Michigan University). Authors are often American (or working in the American academia). Funding often involves foreign funding agencies.

More importantly, the key concepts of survey research are often drawn from the rich field of American election studies, and particularly from behaviourism, a school of thought which is rejected by part of the Indian academia. Lastly, the general (and often implicit) reference to which the Indian scenario is compared is actually the United States and Western Europe. On the one hand, these comparative efforts testify to the fact that India is not an outsider any more as far as democracies are concerned. On the other hand, one can regret an excessive focus, in comparisons, on the West, insofar as it skews the assessment of the Indian case (for instance the Indian pattern of voter turnout, which is qualified as ‘exceptional’ by Yadav because it breaks from the trend observed in North America and Western Europe, might appear less so if it was compared, say, to post-Apartheid South Africa).

Thirdly, all election studies support a (more or less implicit) discourse on Indian democracy; they can always be read as a ‘state of democracy report’ (Jayal 2006). In this regard, one of the criticisms addressed to psephological studies is that their narrow focus tends to convey a rosy picture, since elections are usually considered as ‘free and fair’ in the Indian democracy, which is often qualified as ‘procedural’, i.e. which conforms to democratic procedures (regular



elections and political alternance, a free press) but not to democratic values (starting with equality). The sheer magnitude of the logistics involved in conducting national elections is bound to evoke admiring appraisals, which tend to obliterate the limits of procedural democracy. Thus Jayal criticizes the ‘the fallacy of electoralism’:

The scholars who subscribe to the limited, proceduralist view of democracy, are generally buoyant about Indian democracy... Their analyses emphatically exclude the many social and economic inequalities that make it difficult for even formal participation to be effective (Jayal 2001: 3).

Moreover the huge costs involved in conducting sample surveys on ever larger samples imply that the funders—which include the media—can put pressure on the team conducting the survey. And one can see two reasons why survey research is so media friendly: one, its (supposed) ability to predict results makes it an indispensable component of the horse-race, entertaining aspect of elections; two, it contributes to the ‘feel good’ factor as it shows, election after election, that the turnout is high and that results are unpredictable; it thus gives credit to the idea of democratic choice.

To this positive assessment, some Indian political scientists oppose the more critical vision offered by case studies of Indian politics focusing not on the mainstream, but on the margins. Here anthropology offers a way out, since the informed perspective of the long time fieldworker allows a simultaneous perception of the mainstream and of the margins. Thus the works of Hauser and Singer or that of Banerjee, offering a minute description of the various ‘ceremonies’ that together constitute the election process from the vantage point of voters, highlight both the empowering and the coercive dimensions of voting. Their studies suggest that when it comes to elections, the relationship between celebration and alienation is a very subtle one.

### CONCLUSION

Elections are a complex, multi-dimensional social and political event which can be captured only through a variety of methods: this literature review underlines how the different approaches complete each other and are therefore equally necessary. While Indian election studies, at least at the national and state levels, have been dominated, since the 1990s, by survey research, the Lokniti based project of ‘Comparative Electoral Ethnography’ should contribute to restoring some balance between various types of studies. Also, academic debates around the scientific and political implications and limitations of election studies seem to lead to a convergence: while questionnaire-based surveys evolve towards a finer apprehension of the opinions and attitudes of Indian voters, anthropological studies strive to overcome the limitations of fieldwork based on a single, limited area. Finally, at a time when election surveys have acquired an unprecedented visibility, due to their relationship with the mass media, one can only lament the absence of

rigorous studies on the role of the media, both print and audio-visual, in funding, shaping and publicizing election studies.

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## WOMEN EMPOWERMENT IN INDIA: A BURNING ISSUE

Divya M. Modhiya<sup>1\*</sup>

### ABSTRACT

*India with its diversity and rich heritage has an ugly side to it. If women have been worshipped as Goddess, there has been “sati” too. A silent witness, the oppressed women have come a long way. Though the situation has improved some facts (education rate, sexual harassment among others) are daunting. Many women have broken the barriers and we would still witness a lot more. To help women is to help society. And through this journey of women empowerment our nation will achieve its dream. The dream of reviving its past glory. To become the “golden peacock” again. Since 1911, the March 8th is celebrated around the world as International Women's Day. Many groups around the world choose different themes each year relevant to global and local gender issues. The UN declared an International Women's Day theme for 2013 and it is “A promise is a promise: Time for action to end violence against women”. And this is very crucial for India. Women's economic empowerment is a prerequisite for sustainable development and pro-poor growth. Achieving women's economic empowerment requires sound public policies, a holistic approach and long-term commitment and gender-specific perspectives must be integrated at the design stage of policy and programming. Women must have more equitable access to assets and services; infrastructure programmes should be designed to benefit the poor, both men and women, and employment opportunities must be improved while increasing recognition of women's vast unpaid work. Innovative approaches and partnerships include increased dialogue among development actors, improved co-ordination amongst donors and support for women organising at the national and global level.*

**KEYWORDS:** Women Empowerment, India

### INTRODUCTION

*"Feminism isn't about making women strong. Women are already strong. It's about changing the way the world perceives that strength."*

— G.D. Anderson

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<sup>1</sup> M.A. , M.Ed., Sardar Patel University, Vallabh Vidyanagar

\*Responding Author

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## WOMEN EMPOWERMENT IN INDIA: A BURNING ISSUE

The topic on “Women Empowerment” is a burning issue all over the world. “Women empowerment” and “women equality with men” is a universal issue. According to the provisions of the Constitution of India, it is a legal point to grant equality to women in the society in all spheres just like male. The Department of Women and Child Development functions well in this field for the proper development of the women and child in India. Women are given a top place in India from the ancient time however they were not given empowerment to participate in all areas. They need to be strong, aware and alert every moment for their growth and development. Empowering women is the main motto of the development department because an empowered mother with child makes the bright future of any nation.

*"Women are leaders everywhere you look—from the CEO who runs a Fortune 500 company to the housewife who raises her children and heads her household. Our country was built by strong women, and we will continue to break down walls and defy stereotypes."*

—Nancy Pelosi

The most famous saying said by the **Pandit Jawaharlal Nehru** is **“To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves”**. In India, to empower the women, first it needs to kill all the demons killing women’s rights and values in the society such as dowry system, illiteracy, sexual harassment, inequality, female infanticide, and domestic violence against women, rape, prostitution, illegal trafficking and other issues. Gender discrimination in the nation brings cultural, social, economic and educational differences which push country back. The most effective remedy to kill such devils is making women empowered by ensuring the Right to Equality mentioned in the Constitution of India.

Giving priority to the gender equality facilitates women empowerment all over the country. To get the high level goal of women empowerment, it should be promoted from the childhood in each and every family. It needs women to be strong physically, mentally and socially. Since the better education can be started at home from childhood, the upliftment of women needs healthy family to bring a holistic development of the nation. Still in many backward areas, there is a trend of early marriage and childbirth because of the poverty, insecurity and illiteracy of the parents. In order to empower women, various steps have been taken by the government to prevent violence, social separation, gender discrimination and abuse against women.

108<sup>th</sup> Constitutional Amendment Bill (also called Women’s Reservation Bill) was passed to reserve one-third of the seats for women only in the Lok Sabha to make them actively involved in every area. In other fields also the seats for women have been reserved for their active participation without any limitation and competition. Various mass campaigns need to be organized in the backward rural areas to make them aware about the real values of women and all the facilities available by the government for their bright future. They need to be promoted for

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the survival and proper education of female child to really bring the dream of women empowerment come true.

### *What is Empowerment?*

The World Bank (2002) defines empowerment as the “expansion of the assets and capabilities [of individuals]...to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives.” Kabeer’s (2001) popular definition adds a layer of complexity to the simple component of control and states that empowerment is “the expansion in people’s ability to make strategic life choices in a context where the ability was previously denied to them.” According to Malhotra et al. (2002), Kabeer’s conceptualization of empowerment is particularly relevant because it contains both the element of process and the elements of human agency and choice, with empowerment implying “choices made from the vantage point of real alternatives” and without “punishingly high costs.” Basu and Koolwal (2005) add that choice must extend to the ability to choose NOT to do something without fearing the consequences.

### *The meaning of Women Empowerment*

In the simplest of words it is basically the creation of an environment where women can make independent decisions on their personal development as well as shine as equals in society.

Women want to be treated as equals so much so that if a woman rises to the top of her field it should be a commonplace occurrence that draws nothing more than a raised eyebrow at the gender. This can only happen if there is a channelized route for the empowerment of women.

Thus it is no real surprise that women empowerment in India is a hotly discussed topic with no real solution looming in the horizon except to doubly redouble our efforts and continue to target the sources of all the violence and ill-will towards women.

**Women Empowerment** refers to the creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society.

**Women Empowerment** refers to increasing and improving the social, economic, political and legal strength of the women, to ensure equal-right to women, and to make them confident enough to claim their rights, such as:

- freely live their life with a sense of self-worth, respect and dignity,
- have complete control of their life, both within and outside of their home and workplace,
- to make their own choices and decisions,
- have equal rights to participate in social, religious and public activities,
- have equal social status in the society,
- have equal rights for social and economic justice,
- determine financial and economic choices,
- get equal opportunity for education,
- get equal employment opportunity without any gender bias,
- get safe and comfortable working environment,

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### *What are the main problems?*

- Lack of education,
- Financial constraint,
- Family responsibility,
- Low mobility,
- Low ability to bear risk,
- Low need for achievement,
- Absence of ambition for the achievement,
- Social status.



### *Needs for Women Empowerment*

*“Women are worshipped as goddess in INDIA, But not given her true position.”*

Women are deprived of:

- Decision Making Power
- Freedom Of Movement
- Access to Employment
- Access to Education
- Exposure to Media
- Domestic Violence



### **1. Decision Making Power**

NEW DELHI: Women empowerment may be the key slogan for every government since independence, but the findings of a government report show women still lag way behind men in having a say in decision making and in their participation in economic activity.

The Central Statistics Office (CSO)'s publication "Women and Men in India 2014" found that women occupied seven out of 45 ministerial positions in the Narendra Modi's council of ministers, which is a little more than 15%, against around 10% in 2004.

In 2014 general election, only 62 females have been elected constituting more than 11% share in the 16<sup>th</sup> lokSabha.

Though female participation in elections went up from 56% in 15th Lok Sabha elections to 66% in the current one (16th Lok Sabha) in 2014, the male participation also improved from 60% to 67% during the same period.

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Out of 62 women parliamentarians, 20 are in the age group 41-50. As far as qualifications and professions go, 34% of the women MPs are social & political workers and 44% post graduates. Among male members, the maximum (31%) are from an agricultural background, 42% are graduates & only 29% are postgraduates.

Women's participation is much less than desirable in states, where women have only an 8% share in legislative assemblies and 4% in legislative councils as on August 2014..

In panchayati raj institutions, overall 46.7% women are present with maximum 58.6% in Jharkhand and minimum 32.3% in Goa as on 1st March, 2013. Observers felt that the better representation for women in local bodies is due to provision for 50% reservation.

Women are at the receiving end as far as their representation in All-India and Central Group A Services are concerned. Only 14% females were in Indian Administrative Service, 19% in Indian Foreign Services and 12% in Indian Trade Service.

### **2. Freedom of Movement**

The history of Indian Freedom Struggle would be incomplete without mentioning the contributions of women. The sacrifice made by the women of India will occupy the foremost place. They fought with true spirit and undaunted courage and faced various tortures, exploitations and hardships to earn us freedom.

When most of the men freedom fighters were in prison the women came forward and took charge of the struggle. The list of great women whose names have gone down in history for their dedication and undying devotion to the service of India is a long one.

Woman's participation in India's freedom struggle began as early as in 1817. Bhima Bai Holkar fought bravely against the British colonel Malcolm and defeated him in guerilla warfare. Many women including Rani Channama of Kittur, Rani Begam Hazrat Mahal of Avadh fought against British East India company in the 19th century; 30 years before the "First War of Independence 1857"

The role played by women in the War of Independence (the Great Revolt) of 1857 was creditable and invited the admiration even leaders of the Revolt. Rani of Ramgarh, Rani Jindan Kaur, Rani Tace Bai, Baiza Bai, Chauhan Rani, Tapasvini Maharani daringly led their troops into the battlefield.

Rani Lakshmi Bai of Jhansi whose heroism and superb leadership laid an outstanding example of real patriotism. Indian women who joined the national movement belonged to

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educated and liberal families, as well as those from the rural areas and from all walk of life, all castes, religions and communities.

Sarojini Naidu, Kasturba Gandhi, Vijayalaksmi Pandit and Annie Beasant in the 20th century are the names which are remembered even today for their singular contribution both in battlefield and in political field.

Let us elucidate the role of Indian women who participated in the freedom struggle against British East India Company and British Empire and made great and rich contributions in various ways.

### **3. Access to employment :**

Women age 15-49 are about half as likely as men in the same age group to be employed: 43% vs. 87%

- The relationship of employment and wealth for women suggests that, for many women, employment is largely a result of economic necessity.
- Even with controls for education, age, and wealth, marriage is negatively associated with a woman's likelihood of being employed and is positively associated with a man's likelihood of being employed
- Most employed women work for someone else, away from home, and continuously throughout the year; about one in three women do not receive monetary compensation for their work or receive at least part of their payment in kind
- Most employed women work in agriculture; only 7% work in professional, technical, or managerial occupations. Women age 15-49 are about half as likely as men in the same age group to be employed: 43% vs. 87%

### **4. Access to education :**

#### **Children's school attendance**

Only two-thirds of girls and three-fourths of boys age 6-17 years are attending school. The sex ratio of children attending school is 889 girls per 1,000 boys

#### **Literacy and educational attainment among adults**

The percentage of ever-married women with 10 or more years of education has risen very slowly from 11% in NFHS-1 to 17% in NFHS-3.



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- Educational attainment remains very low: even among the 20-29 age group, only 27% of women have 10 or more years of education.

- Forty-one percent of women age 15-49 have never been to school.

### 5. Exposure to media :

- Women have lower access to media than men in every age group.

- About 71 per cent of women are exposed to media as compared to 88 per cent in case of men.

- Twenty nine per cent of women do not have access to media regularly. Since it is an important source of empowerment, greater proportion of women without having access to media reflects the relatively disadvantageous position of women in relation to men with regards to empowerment.

### 6. Domestic violence :

- About two in five currently married women age 15-49 have experienced spousal violence in their current marriage, and among women who have ever experienced such violence, more than two in three have experienced violence in the past year.

- Recent experience of spousal violence varies little by marital duration, but, as expected, ever experience of spousal violence increases with marital duration.

- Higher education and wealth consistently lower women's risk of spousal violence; and husbands' consumption of alcohol and having a mother who was beaten by her spouse significantly increase the risk.

- Although women who agree that wife beating is justified have a higher prevalence of violence, one out of three women who do not agree that wife beating is justified have also experienced violence.

### *The Importance Of Women Empowerment*

**1. Under-employed and unemployed:** Women population constitutes around 50% of the world population. A large number of women around the world are unemployed. The world economy suffers a lot because of the unequal opportunity for women at workplaces.

**2. Equally competent and intelligent:** Women are equally competent. Nowadays, women are even ahead of men in many socio-economic activities.

**3. Talented:** Women are as talented as men. Previously, women were not allowed higher education like men and hence their talents were wasted. But nowadays, they are also allowed to go for higher studies and it encourages women to show their talents which will not only benefit her individually but to the whole world at large.

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**4. Overall development of society:** The main advantage of Women Empowerment is that there will be an overall development of the society. The money that women earn does not only help them and or their family, but it also help develop the society.

**5. Economic Benefits:** Women Empowerment also leads to more economic benefits not to the individuals but to the society as well. Unlike earlier days when they stayed at home only and do only kitchen stuffs, nowadays, they roam outside and also earns money like the male members of the society. Women empowerment helps women to stand on their own legs, become independent and also to earn for their family which grows country's economy.

**6. Reduction in domestic violence:** Women Empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than educated women.

**7. Reduction in corruption:** Women Empowerment is also advantageous in case of corruption. Women empowerment helps women to get educated and know their rights and duties and hence can stop corruption.

**8. Reduce Poverty:** Women Empowerment also reduces poverty. Sometimes, the money earned by the male member of the family is not sufficient to meet the demands of the family. The added earnings of women helps the family to come out of poverty trap.

**9. National Development:** Women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances almost every spheres including medical science, social service, engineering, etc.

**10. Irreplaceable in some sectors:** Women are considered irreplaceable for certain jobs.

### *The Principles Of Women Empowerment*

- Establish high-level corporate leadership for gender equality
- Treat all women and men fairly at work—respect and support human rights and nondiscrimination
- Ensure the health, safety and well-being of all women and men workers
- Promote education, training and professional development for women
- Implement enterprise development, supply chain and marketing practices that empower women
- Promote equality through community initiatives and advocacy
- Measure and publicly report on progress to achieve gender equality

### *Objective of the study :*

The following are the specific objectives:

- To know the need of women empowerment.
- To analyse the factors influencing the economic empowerment of women.
- To assess the awareness of women empowerment in India.
- To Study the constitutional laws which are beneficial to the empowerment of the women
- To identify the constraints of economic empowerment of women.
- To offer useful suggestions in the light of findings.

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### *Crimes Against Women :*

You might be listening to news, reading newspaper or magazine, you would have gone through incidents and accidents with women in India. While any other article on women's empowerment in India will take a look at our rich heritage and enlightened societies of the past where women were treated as equals, the concept of "India" itself evolved quite recently, relative to the sum of its parts' histories. But the TRUTH is that in the modern India, the woman has always been a second grade citizen, no matter what its esteemed leaders have said or done. The crimes against women fly directly against orchestrating women empowerment in India. A report on the crimes against women by the National Crime Records Bureau comes up with some alarming statistics:



Sr No.	Crime Head	Year 2008	Year 2009	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	% Variation in 2015 over 2014
1	Rape (Sec. 376 IPC)	19,348	20,737	21,467	21,397	22,172	24,206	24,923	3.0
2	Kidnapping & Abduction (Sec. 363 to 373 IPC)	17,414	20,416	22,939	25,741	29,795	35,565	38,262	7.6
3	Dowry Death (Sec 302/304 IPC)	7,618	8,093	8,172	8,383	8,391	8,618	8,233	-4.5
4	Torture (Sec. 498-A IPC)	63,128	75,930	81,344	89,546	94,041	99,135	1,06,527	7.5
5	Molestation (Sec. 354 IPC)	36,617	38,734	40,413	38,711	40,613	42,968	45,351	5.5
6	Sexual Harassment (Sec. 509 IPC)	9,966	10,950	12,214	11,009	9,961	8,570	9,173	7.0
7	Importation of Girls	67	61	67	48	36	80	59	-26.3

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Sr No.	Crime Head	Year 2008	Year 2009	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	% Variation in 2015 over 2014
	(Sec. 366-B IPC)								
8	Sati Prevention Act, 1987	0	0	1	0	0	1	0	-100.0
9	Immoral Traffic (Prevention) Act, 1956	4,541	3,568	2,659	2,474	2,499	2,435	2,563	5.3
10	Indecent Representation of Women (Prohibition) Act, 1986	1,562	1,200	1,025	845	895	453	141	-68.9
11	Dowry Prohibition Act, 1961	4,504	5,623	5,555	5,650	5,182	6,619	9,038	36.5
	<b>Total</b>	<b>1,64,765</b>	<b>1,85,312</b>	<b>1,95,856</b>	<b>2,03,804</b>	<b>2,13,585</b>	<b>2,28,650</b>	<b>2,44,270</b>	<b>6.8</b>

### CONCLUSION :

Women represent half the world's population, and gender inequality exists in every nation on the planet. Until women are given the same opportunities that men are, entire societies will be destined to perform below their true potentials. The greatest need of the hour is change of social attitude to women.



“The equality of women and men is not a condition whose effects will be limited to half of the world's population. Its operationalization will revolutionize all facets of human society.”

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"When God created man and woman, he was thinking, 'Who shall I give the power to, to give birth to the next human being?' And God chose woman. And this is the big evidence that women are powerful."

*"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance."*

**Kofi Annan**

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## SOVIET UNION: SEPARATION OF SUPER POWER

Prof. Rajesh B. Vaghela<sup>1\*</sup>

**KEYWORDS:** Soviet Union, Super Power, USSR

### INTRODUCTION

Soviet Union which is known as Soviet Union of Socialistic Republics (USSR), was established in December 1922, which had competed with America which had half of the world in its favorer, an empire where Theory communists was started a country where Hitler was defeated, Napoleon was defeated, a power by whose name the capitalist countries were Shivering Soviet Russia rules for 73 years in the world. It was suddenly broken reaching to 1990s. The world admitted its glory of power for 73 years. What happened during these six and half years that is age was lost in the pages of history.

At last, powerful empire was ended within six and half years. Let us turn one's pages of history. We have to start from years of 1917 in which. The Russian Revolution has changed the whole world. If we see by one side "Marks had made Russian thinking fertile before 1917, as Russia made fertile before 1989." Events of French Revolution of 1789 and Russian Revolution in 1917 are considered important in History. French Revolution changed social and political thoughts of Europe by message of freedom, equity and brotherhood, while claim was done of establishing power of workers and farmers first time, making an end of economic and social power of land lords, wealthy people and capitalists with the end of zar imperialism by Russian Revolution. There were so many factors behind Russian Revolution. Moreover, activity of ruling made full point on participation of people. Participation of people was made ended from creative departments, administrative departments and political departments.

On one side there was a class of zar and his followers and capitalists. Who had all the facilities of luxury, services and means of life, on the other hands, hungry people were striving for a piece of bread. They had to stand in a row for nights for a piece of bread. This piece of bread worked as a sparking in creation of Russian Revolution. Women came out on roads in cent pithas bury. Then assaulted rush (How) of people follower. Desire of piece of bread was funned into removed

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<sup>1</sup> Head Dept. of History, Bhavans College, Dakor

\*Responding Author

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of zar imperialism suddenly. Faithful troop of zar was called on to crush opposition. But impact of mans-movement was so powerful that, trop of zar turned towards people. Oppose of people did not stop in spite of immense tries of zar and spark of disobedience turned into flame from judiciary to army. Zar had to resign and a temporary Government was constructed. But, in very short time, this Government was also blamed for favoring Zar ruling.

Now the second step of revolution was started. Big personality of Bolshevic party Mr. Bladimir Ilich Ulianov reached cent Pitushury after twenty years banishment, to succeed this revolution. People know him as lanin. Slogans of peace, bread and land of Bladimir Lamin quaked the whole Soviet Russia. Armed movement started under the leadership of lanin to establish power. Bolshericans established on power with the cooperation of people. The Russian royal family was sent to Siberia and then they were killed cruelly. Name of Romanic heir was made effected who ruled on Russia for 300 years.

In this way, Russian Revolution also became red like common people by the murder of Royal family and starting of red (Communists) revolution happened. Even though taste of revolution could not be lingered to the great leader- Lanin could not rain for more time due to his ill-health. Then control (power) of Russia was in the hands, to whom lanin disliked. He was Stalin to whom no one could thwart from coming on power.

Government of stalin is believed as an important era in Russian Government, International recognition was considered to Russia during his time. Stalin era started with Fiver year plan in 1928 made it reached on climax. Russia was progressing, but sound of dram of II world war was heard at the same time. All the countries of the world were divided in two poles. It was a chance for Russia to become a super power. It was the red army of stalin who broke pound of Hitler and Red flag was hoisted in Burlin.

Half of the world was under the glory of soviet union. Soviet union as a super power rose during stalin era, But some historians believe that "Stalin ruled on the basis of threat." People supported him due to fright. His opponents were overfed. C.D.M. Ketelbey writer, "Definition of rivals was done by he himself only. He labeled them as followers of Trotsky or plotters (intriguers) or betrayers or rivals of people and made them away from path. He was more cruel than total of cruelty of lanin and Trotsky." There are blames against stalin also that, he made marvel hundreds of workers and leaders of his party. he left millions of his opponents for death in labor camp in sybiria region. Sir Winston Churchill writes in his memories that, "When stalin was asked how many people were murdered by him, he answered with the two hands rising, 1 crore (10 million) .. It was frightening If was passed till years... It was rather bad and difficult but it was needed also."

Stalin made thoughts of soviet society very limited. If was a ban on thinking of person, his awe how and what would be his freedom, how he would live, how he would driers, what is right and

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wrong-for him etc. Government administration which was developed in soviet union, it was erased as a big power in from of dependence. he died in 1953.

Nikita Khrushchev ruled in after death of stalin. he decided to produce more consumer goods to satisfy needs of people. he was removed from power in 1964. and Brested era was started in Soviet union. Till the end of Brested era, It was realized that, Dispersing of soviet Russia would not take much time. During this situation, command of Soviet union was obtained to Mikhail Gorbachev

Face of communism came out to world after the power was obtained by Stalin in president office of Moscow, where there was full absence of information. It was told (believed) about president office, where there is a sheet of still. No one could know, what was happening here. All the programmes of development were planned here. But the most need in Russia was the need of freedom, of free expression, because, people were called to walk on the basis of thinking of communism there was no freedom for religion. Because, according to thinking of communism, religion is such an opium. Which makes people addicted. prof. Fisher says rather bitterly, "Russian communism bated religion 'as an opine given to people' but even though, there were elements of religion in included in its own (as Islam). This (form of theory of time) religion was international, aggressive and disseminative. Lenin was its prophet and communist party, a church." Almost all the churches were made closed. Only two types of clothes were available in Russia and people had to wear those clothes and ration was distributed by Government. health services were made available by Government. Vehicles were made of two types. The important thing was that, people did not know, how they are working, because there was total supremacy on it Private property was total supremacy on it Private property was very less, because. there was no right of private property. Russia which is called soviet Russia, in which starting of change was done by Gorbachev, which changed the whole situation for ever.

When Mikhail Gorbachev became chief Secretary of communist Party in 1985, no one had thought he would be remembered as the last president of soviet union in history. When Gorbachev took over the power, revolution in the field of information and technology was already started in European countries. Soviet union was far behind in comparison to three countries. Gorbachev followed policy of re-creation or economic reformation and Glasnost means liberalization to handle the situation. Gorbachev decided to make warm relations with western countries and to give democratic form to soviet union. The first tide of opposition started from eastern European countries due to these policies Mikhail Gorbachev had to face so many challenges. Voices of opposition were becoming high due in the country due to economic crisis, situation like revolution was already started in 1989. So he decided to become separate from Soviet Union. Then it was felled that, the whole soviet union became foremost in dispersing from the union.



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There was one kind of control of soviet union over eastern European countries like (zechoslovakiz, Poland and Hugary after the second World War- When reformative programmer of Gorbachev reached to those countries, communist Governments declined in the whole region. Then Gorbachev declared that, all countries which are in treaty with the soviet union are (then) free to decide their future, in October 1989. In November 1989, the famous wall of Barlin was made broken. Countries of eastern and central Europe took decision to decide their future their own. These countries became of their own, These countries, became free without any drop of blood or any movement. Effect of decision way happened on Baltic nations after eastern Europe. Movement was started in Lithania to become free from soviet union and if was spread in Estonia and Nigiria. The tide of anlikingners was so strong that statues of Lanin were made broken by people. The revolution was started and nobody could present it.

When election was held in February 1990 in soviet union, Gorbachev gave chance to other political parties to take party in election. In this way, one party rule was ended which was going on from many years A time also came when red color (communist rule) went away from soviet Russia. Communist party was defeated which was ruling in soviet Russia from 72 years.

There was great opposition was experiencing in the country, International picture of Russia was also soiled. Power (Strength) of Boris councilor and his party was continuously increasing. Boris Yelsin obtained great majority in October 1990 Fight for power started between Boris and Gorbachev, which turned the future of Russia for ever. Boris was thinking to continue power of Suite party and a new chapter of Russia was started from it.

Parliament of Russian Ganrajya decided to separate from soviet union. Tries were also happened for changing of power during this important time of history. Gorbachev was taken in ban on the order of president Vice-President and Defense Minister. There was great opposition against change of power people gathered in great number. Agitation was started against KGD. Arrest of Gorbachev and revolution spread in soviet union established Boris Yelsin as a great leader.

Mikhail Gorbachev dissolved central committee of soviet party and he himself also resigned from the past of secretary General. in August 1991. Till soviet Russian Now the separation of Russia was already happened.

Tries of change of power remained in Vain. Army also did not support friends. The then Defense minister and president were arrested. Among these events, Boris was elected as first president of Russia. Three big Ganrajya-Russia Ucrane and Belrussia declared to separate from soviet union. Thereafter fifteen Ganrajya became free from soviet union. In this way, separation of Soviet union was happened.

Mikhail Gorbachev is considered responsible for the separation of soviet union, but according to scholars, factors behind the separation of soviet union were rather different. People were not happy with the economic development during communist rule. Uncontrolled rule was established

## SOVIET UNION: SEPARATION OF SUPER POWER

in soviet union by one party administration. Members of party and employees were living luxury life. People of other countries were not happy by self-willed of Russia. Soviet union was expensing most of the budget on production of armaments due to completion with America. Soviet union had to suffer economic loss due to interference in At ghani stan. Atmosphere of stagnation was started particularly after 1960 in economics of soviet union. No tries had been done to improve from this situation.

Some historians believe that, rulers, who came to thrown in soviet union, tried to shape a shape. Moreover, Soviet union was happened an controlled from inside: Thinking and economic situation was so worsened particularly after Afghanistan was that no one could save it.

There was also a reason that, authorities of power was excels in model of communism which way prepared.

In this way, separation of a powerful union was happened in a dramatic way and the whole world was quaked. Effect of it was seen at every place. Signs of following movements in support of democracy were seen in all communist countries. Students in china also started movement in supports of democracy. Which was crushed in June 1989 cruelly. Many countries of the world started changing in their economic policy taking lesson from it, as if reparation in soviet union has shown mirror to them. Policy of liberalization became fast in India in 1990. In this ways an era was ended with the separation of Soviet union. Only one super power was remained uncompleted, that is America. Soviet union always tried to maintain balance. After the second world war, America and Soviet union were checking and balancing each other, during cold war. But, there is none against America.

Russia was given a place in world safety organization in place of soviet union. But it is accepted that Russia would never take place of soviet union. Russia is a big power but not a sleeper power.

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